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ABSTRACT

One of the major issues in intercultural discourse studies is the variation of discourse patterns across cultures. It has been reported that there appears to be a Western preference for a deductive pattern and a Chinese preference for an inductive pattern in discourse. However, it has also been pointed out that there is nothing inherently Chinese or Western in either of these patterns, because both are used in all societies. The purpose of this study is to address the variations between Chinese and British/American preference for the inductive versus deductive patterns of discourse through a description of Chinese English-as-a-Foreign-Language (EFL) students and native speakers of English towards these patterns. The intent of this investigation is to provide a basis for further research on the Chinese versus Western preference for discourse patterns from a markedness point of view and the development of an explanatory model of markedness for intercultural discourse. The study was conducted through a content analysis of the discourse structures of 363 English language essays written by Chinese EFL students and an investigation of the evaluative attitudes of Chinese and Western informants towards different discourse styles and structures. A statistical analysis of the results confirms that Chinese EFL students generally prefer an inductive pattern in written discourse in English. Included are 15 tables and figures; three appendices--Description of the Structural Types of the Essays, The Questionnaire of the Study, Sample Copies of the Original Essays; and 112 English and Chinese language references. (KFT)

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Markedness in Intercultural Discourse

A Study of Chinese EFL Students' Discourse Patterns

A Dissertation

Submitted to
Beijing Foreign Studies University

In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

By
Chen,Jianping

Supervisors:
Professor Hu Wenzhong
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论文摘要

在跨文化研究领域里，不少国内外学者指出，在中西方跨文化交际中明显存在着语篇模式方面的差异，即西方人喜欢采用演绎式的语篇模式而中国人则倾向于使用归纳式的语篇模式（Kaplan, 1966, 1987, 1988; Young, 1994; Scollon & Scollon, 1995; Connor, 1996; 胡文仲，1999；等）。然而，人们也注意到演绎式或归纳式的语篇模式并非专属于哪一种文化，似乎所有的文化都可能在交际中采用这两种不同的模式。因此，如何解释中西方文化之间这种潜在的语篇模式差异一直是跨文化交际研究中一个引人关注的问题，也是跨文化语篇研究的一个值得深入探讨的基本问题。

本论文旨在将语篇标记性的理论应用到探讨中西跨文化语篇模式的差异上，试图对这种文化差异提出一个解释框架：中国人在中国文化环境中更多地使用归纳式语篇模式说明这是一种非标记性的现象，即归纳式语篇模式是中国文化中一种基本的、自然的语篇模式；而在西方文化中，归纳式语篇模式在一般的情况下往往是一种欠自然、有异于常规的带标记性的语篇现象；因此，中西跨文化语篇模式的差异可能是语篇标记性方面的差异。

为此，本文通过定性和定量的研究方法对上述问题进行探讨。在定性分析方面，通过对 363 篇我国中高级阶段英语学生的英语作文进行定性分析，确定这些作文的基本篇章结构类型及其分布，其分析结果表明，在英语学习的较高级阶段，仍然有一半以上的学生在英语作文中采用归纳式的篇章结构，说明归纳式结构是中国学生进行表达时使用频率较高的语篇模式。在定量分析方面，我们在定性分析的基础上，对我国大学本科一年级英语专业学生、四年级英语专业学生和以英语为母语的英、美人士三组受试者的态度进行问卷调查，目的在于了解他们对一般的归纳式和演绎式语篇模式和对中国学生英语作文的基本篇章结构的评价及态度，以确定中英不同的语言文化模式和受试者的不同的文化背景对评价归纳式和演绎式语篇模式所产生的影响。调查结果从不同角度证实了本文的假设："中国英语学生对归纳式语篇模式的喜好程度确实高于以英语为母语的英、美人士。"

本文的意义及价值在于它既通过对较大规模的、同类的作文样本进行定性分析又对影响归纳式和演绎式语篇模式的评价态度的语言文化因素进行有控制的调查和定量分析，从而验证归纳式和演绎式语篇模式在中英两种语言文化中的标记性差异，说明采用标记性模型去解释中英跨文化交际中语篇模式的差异具有现实意义和理论概括意义，因为语篇标记性理论不仅能够说明两种语篇模式在中英跨文化交际的现实中只是程度方面的差异而不是完全对立的交际模式，还能够概括两种语篇模式分别在两种语言中所处的地位及其基本特点。论文还结合文化图式概念中所包含的思维模式、语言哲学、价值体系、社会态度等涉及语言文化方面的诸因素去探讨中、英两种文化对各自的无标记和有标记的语篇现象的认知及接受程度，揭示跨文化交际中语篇模式的标记性差异及其在外语学习过程中学习对象国语言与感知对象国语言文化两者之间的共变关系。这些研究结果都集中地反映到论文所提出的解释跨文化语篇模式差异的标记性理论模型中。这一解释模型为进一步深入研究跨文化语篇模式的差异提出了一个新的观察角度和假设；论文的研究设计和研究方法对此领域的研究工作也具有一定的参考价值。

关键词：跨文化交际　语篇分析　语篇标记性　归纳式和演绎式　对语篇结构的喜好程度

Abstract

One of the major issues in intercultural discourse studies is the variation of discourse patterns across cultures. It has been reported that there appears to be a western preference for a deductive pattern and a Chinese preference for an inductive pattern in discourse (Kaplan, 1966; Young, 1994; Connor, 1996; Hu, 1999; etc.). However, it has also been pointed out that there is nothing inherently Chinese or western in either of these patterns, since both are used in all societies (Scollon & Scollon, 1995:75). The purpose of the study is to address the question of the variations between Chinese and British/American preference for the inductive vs. deductive patterns of discourse through a description of Chinese EFL students' discourse patterns and an investigation comparing the attitudes of Chinese EFL students and native speakers of English towards these patterns. It is intended that the results of the qualitative analysis and description, and the data of the investigation will serve as the basis for a discussion of the Chinese vs. Western preference for different discourse patterns from a markedness point of view and the development of an explanatory model of markedness for intercultural discourse.

The study was conducted through an analysis and description of the discourse structures of 363 English essays written by Chinese EFL students and an investigation of the evaluative attitudes of Chinese and British/American informants towards different discourse styles and structures. The distribution patterns of the structures of the essays revealed in the qualitative analysis tend to support the assumption that the inductive structure is a preferred structural pattern for students from a Chinese cultural background in their written discourse. The statistical analyses of the results from the investigation tend to confirm the hypothesis that Chinese EFL students have a higher degree of preference for the inductive pattern in written discourse in English than native speakers of English. The major findings of the present study can be summarized as follows:

(1) The qualitative analysis reveals that the preference for the inductive structure among Chinese students can be observed at two levels of analysis: the paragraph structure and the structure of the whole essay. The result of the identification of the structural types according to the analytical framework shows that over half of the students at a pre-advanced learning stage used the inductive essay structure or the inductive paragraph structure in their writing assignment, suggesting that Chinese EFL students prefer the inductive strategy in argumentative discourse. Since 83% of the native speakers of English as informants reported that they prefer to follow a deductive structural pattern in writing an essay of the same topic, it can be assumed that a writing assignment of the same type would normally require the deductive structure in the British/American cultural context.

This further confirms previous claims regarding the variations of the preference for discourse structures between Chinese and British/American culture.

(2) The five bi-polar scales in Task I of the Questionnaire are actually five questions eliciting the informants' responses to different discourse styles. The inductive vs. deductive styles are **implicitly** expressed in the first three questions in terms of contrasts involving "a conversational style vs. a strictly organized sequence", "expression of personal feeling vs. direct reasoning" and "reference to other ideas vs. focus on one subject". The stylistic preference of the Chinese students tends to reflect their strategies in the presentation of ideas or arguments which often seem indirect, unconnected and irrelevant in the eyes of Western readers. The advanced EFL learners' preferred styles also appear to reveal a tendency that Chinese EFL students' attitudes are gradually moving closer to that of native speakers of English, suggesting that the process of learning a foreign language is not just one of acquiring linguistic competence in the target language but also a process of approximation towards the target language culture.

However, the results also reveal an interesting trend in Question 4 and Question 5 which **explicitly** state the metaknowledge in essay writing in terms of contrast involving "specific to general vs. general to specific" and "examples prior to thesis vs. thesis followed by illustrations". The results reveal that there appears to be an overgeneralization effect in the application of the meta-knowledge among the Chinese EFL students in their responses to **explicitly** stated questions in the rating scales. It can be assumed that the Chinese informants would inevitably bring with them technical knowledge into their responses to the questionnaires, as the English course in Chinese schools normally puts an emphasis on teaching the knowledge of writing English composition in a deductive structure and students should have been fully fed with the knowledge of the "English style" in class. This tends to support the findings of Sasaki and Hirose's recent study on the explanatory variables for EFL students' expository writing, claiming that students' metaknowldge is a significant variable in explaining the L2 writing ability variance (Sasaki & Hirose, 1996:137-174).

(3) Task II of the Questionnaire was intended as a **covert** evaluation of the students' essays where the informants are kept unaware of the structural framework of the essays aiming at the general impression of the essays without their awareness of the purpose of the investigation. This is based on the assumption that users of English from different cultural backgrounds will have different evaluative attitudes towards the different discourse patterns under normal situations due to their cultural schema. The significant difference between the Chinese EFL students at an early learning stage and the native speakers of English in their evaluation of the essays with inductive patterns reflects a contrast between people of different cultural backgrounds in terms of their views and attitudes towards the inductive discourse pattern. The results also reveal an interesting tendency that

although the informants appear to have different degrees of preference for the inductive structure, they may not necessarily reject the deductive discourse structure. With Chinese EFL students at an advanced learning stage as a moderator variable in the investigation, an interesting finding is that 4th year English majors rated the essays with an inductive pattern even lower than native speakers of English, consistently indicating an overgeneralization or hypercorrection effect as a result of the advanced students' metaknowledge of the normal pattern of English written discourse.

While Task II is a covert evaluation of the essays, Task III is planned as an **overt** evaluation requiring the informants' comparison of different discourse structures and asking the informants to make a preferred choice between two essays which are provided with analytical frameworks showing the structure of the essay. The purpose is to make sure that the informants are totally aware of the structural differences of the essays being compared. The **overt** comparison of the inductive vs. deductive structural patterns between the three groups shows that there is a higher level of preference for the inductive pattern among Chinese students than native speakers of English. The decrease of preference for the inductive pattern among Chinese EFL students appears to correspond with an increase of the level of understanding of the English language and culture and the level of cross-cultural awareness. This suggests that the distributions of the choices of inductive/deductive structure at a conscious level are not random among the three groups of informants, reflecting a relationship between the preference of discourse patterns on the one hand and cultural experience and cross-cultural awareness of the English language and culture on the other, i.e., the decrease/increase in the degree of preference for the inductive/deductive pattern in written discourse corresponds with the variations of cultural experience and cross-cultural awareness of the informants.

In the discussion of the results of the study, the application of the notion of markedness for an explanation of the divergence in the preference for the inductive vs. deductive discourse structure across Chinese and English cultures has focused on an analysis of students' essays and the measure of evaluative attitudes among informants of different cultural backgrounds, with reference to the criteria of "frequency of occurrence", "preferred linguistic production" and "a surprise, a break from the communicative norm." The incorporation of the concept of cultural schema which plays a filtering role in the maintenance of the evaluative relationship helps create a more comprehensive framework capable of explaining the cross-cultural variations in the evaluation of the discourse patterns in terms of culturally pre-determined schematic structures in Chinese and English. The result of the discussion is reflected in the proposal for an explanatory model of markedness for intercultural discourse, which is considered a major theoretical contribution to the studies in this field.

The significance of the explanatory model lies in its ability to interpret and explain cross-cultural variations in the evaluative attitudes and production of discourse patterns as an evaluative nonequivalence rather than mere opposites. Such an explanation seems to attenuate previous claims suggesting that the Chinese are inherently inductive while the British/American are deductive in discourse. The importance of such an explanatory model is that it allows for the interpretation of inductive and deductive patterns in terms of two basic patterns of communication which feature two different cultures and yet can be considered as two sets of flexible values within a general framework of markedness rather than two opposite patterns across cultures. There seems to be a co-variation relationship between the cultural schemata and the markedness values of discourse patterns. It is therefore suggested that studies from both perspectives, one featuring conceptual analysis and the other focusing on the evaluation of cultural attitudes and values, are equally important to a better understanding of the process of intercultural discourse.

Another major purpose of the study is to contribute to the development of research methods for intercultural discourse studies. The present study adopts a combination of research methods using qualitative and quantitative descriptive and survey designs, which appear to be effective in analyzing the discourse structures of students' essays and measuring the evaluative attitudes of informants from different cultural backgrounds. The methods used in this study may serve as reference for future research design in this field of study.

The limitation of the study lies in the fact that the investigation was not able to collect written samples from students of a British/American cultural background for a direct comparison of the discourse structures across cultures. However, this suggests that further experimental studies based on direct comparison of spoken as well as written discourse patterns be conducted to test the tentative explanatory model of markedness proposed in this study.

Keywords: intercultural communication, discourse analysis, discourse markedness, inductive and deductive patterns, preference for discourse structures

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Chapter 1

Introduction

Chapter 1

Introduction

1.1 The Context of the Study

One of the major issues in intercultural communication studies is the variation of discourse patterns across cultures. Many studies have attempted to address the issue from various perspectives (see Qu, 1991; W. Z. Hu, 1994, 1999; Clyne, 1994; Scollon & Scollon, 1995; etc. Also see the review of literature in Chapter 2). It has been reported that there appears to be a Western preference for a deductive pattern and a Chinese preference for an inductive pattern in discourse (Kaplan, 1966; Young, 1994; Connor, 1996; W. Z. Hu, 1999; etc.). However, it has also been pointed out that there is nothing inherently Chinese or Western in either of these patterns, since both are used in all societies (Scollon & Scollon, 1995:75). The question here is how the Chinese differ from native English speakers in the use of these patterns in discourse and, if there is a preference for the inductive pattern in the Chinese cultural context, what implications can be drawn with regard to Chinese vs. Western intercultural discourse.

In a recent case study (Chen, 1999a) analyzing different types of examples in the use of inductive patterns in spoken and written discourse in the Chinese context, the present author suggested that the contrasts between the Chinese preference for the inductive pattern and the Western preference for the deductive pattern in discourse may be better explained by applying the notion of markedness. It was assumed that although both inductive and deductive patterns are used in Chinese and Western discourse, the inductive pattern appears to be unmarked or less marked in the Chinese cultural context than it is in the Western cultural context.

The purpose of the study is therefore to carry out a description of Chinese EFL students' discourse patterns and an investigation comparing the attitudes of Chinese EFL students and native speakers of English towards the inductive and deductive

discourse patterns. It is intended that the result of the qualitative analysis aiming at a description of Chinese EFL students' discourse patterns and the data of the investigation will serve as the basis for a discussion of the preference for different discourse patterns in Chinese vs. Western intercultural communication from a markedness point of view. Over the past few decades, the concept of markedness has been widely applied in second language acquisition research, discourse analysis and sociolinguistics studies (Rutherford, 1982; Givon, 1979; Myers-Scotton, 1997). The present study assumes that the study of markedness in intercultural discourse can make a significant contribution to the development of an explanatory model of markedness for intercultural communication.

1.2. The Need for the Study

Inquiries into the nature of intercultural communication have raised many questions, but produced few theories and far fewer answers (Samovar & Porter, 1997). It also appears that much of the discussion and many of the claims regarding cross-cultural variations in discourse patterns have relied on qualitative analysis with illustration through anecdotal examples. Although the findings in these studies have made very significant contributions to an understanding of the cross-cultural variations of Chinese and Western discourse from socio-cultural, socio-historical and socio-psychological perspectives (See a review of the research literature in Chapter 2), it seems that few have focussed on systematic survey and analysis based on homogenous data. There is also a tendency to turn views about cross-cultural variations in discourse styles and patterns into stereotypes. For instance, cross-cultural variation in the use of the inductive vs. deductive strategies in discourse has become an example of the stereotypical view that the Chinese are inherently inductive and Westerners are deductive.

Therefore, there seems to be a need to adopt a more comprehensive approach incorporating research methods of qualitative, quantitative descriptive and survey designs for an in-depth study of the cross-cultural variations in the preference for

different discourse styles and structures. The results may serve as the basis for the development of an explanatory model of markedness, positing a view that cross-cultural variations between Chinese and English discourse may be interpreted through a more flexible approach taking into consideration the social and cultural backgrounds, cross-cultural experience and awareness of the informants in the investigation.

In such a research context, it is expected that the data-based investigation will not only contribute to the development of an explanatory model of markedness for intercultural discourse but also the development of research methodologies for studies in this area more generally.

1.3. Outline of the Dissertation

The dissertation is arranged into six chapters. Chapter Two is a review of the research literature, which focuses on intercultural discourse studies and research addressing the issues of the role of language in intercultural communication with special reference to studies on the cross-cultural variations between Chinese and Western discourse patterns. The notions of markedness in discourse and cultural schemata and their application to intercultural discourse studies are explained. Related research designs referred to in the present study are also dealt with.

Chapter 3 is a detailed description of the research methodologies used in the study. Since the present study adopts a combination of research methods using qualitative, quantitative descriptive and survey designs, the rationale for the designs is explained in detail. The procedures of the qualitative analysis and the investigation are presented. The instruments for the statistical analysis are also demonstrated in this chapter.

In Chapter 4, the presentation of the results of the qualitative analysis and the three tasks of the investigation are illustrated with examples, tables and figures. In each of the sections, the significance of the statistical results for the hypothesis are examined and explained. A general summary of the results of the qualitative and quantitative analysis is provided as the basis for the interpretation and discussion in

Chapter 5.

The interpretation and discussion in Chapter 5 begins with a general account of the results, which is followed by a discussion on the issue of the preference for the inductive vs. deductive patterns in Chinese and Western discourse. The final goal of the discussion is to posit an explanatory model of markedness for the observation and interpretation of cross-cultural variation in the preference for discourse styles and patterns in intercultural discourse. The contributions, implications and limitations of the present study are also discussed in this chapter.

In the final chapter, the major findings of the study are summed up. The dissertation concludes with remarks concerning the theoretical significance of the findings and the implications of the study. The applicability of the research methods with regard to possible future studies is also mentioned. Suggestions for further research are proposed towards the end of the chapter.

In the appendixes, sample essays, data coding sheets and detailed reports of the statistical analyses have been provided in order to present a general picture of the procedures of the research through step-by-step illustrations. This is not only intended as an exemplification of the process of the study but also as a record of the research methods for future reference.

Chapter 2

Literature Review

Chapter 2

Literature Review

2. Introduction

The purpose of the present study is to address the issue of preference for discourse patterns across cultures, with a focus on a comparison of the attitudes towards the inductive vs. deductive discourse patterns between Chinese EFL students and native speakers of English. The study was conducted through qualitative analysis of Chinese students' English essays and quantitative studies comparing the preferred patterns of discourse between informants from Chinese and British/American cultural backgrounds. To serve the purpose of the present study, the following review of research literature will therefore focuses on intercultural discourse studies and research addressing the issues of the role of language in intercultural communication. Related research designs referred to in the present study are also dealt with.

2.1. The Relationship between Language, Culture and Perception

Many of the assumptions, hypotheses and claims about the relatedness of language, culture and thinking patterns have stemmed from the Sapir-Whorf hypothesis of linguistic relativity, which suggests that different languages affect perception and thought in different ways. (For a detailed description and discussion of the Sapir-Whorf hypothesis, see Liu Runqing, 1995:179-185; Hudson, 1998:95-101; etc.). The following quotation from Whorf (1940) shows one of the most extreme formulations of the hypothesis:

> ... the background linguistic system (in other words the grammar) of each language is not merely a reproducing instrument for voicing ideas but rather is itself the shaper of ideas, the program and guide for the individual's mental activity, for his analysis of impressions, for his

> synthesis of his mental stock in trade. Formulation of ideas is not an independent process, strictly rational in the old sense, but is part of a particular grammar, and differs from slightly to greatly, between different grammars. ...

In this quotation, we can see that the hypothesis asserts that one's native language influences and controls thought, consequently barring fluent second language acquisition and successful intercultural communication. However, the hypothesis has been criticized frequently by linguists and psychologists since its formulation. For example, Joshua Fishman, a sociologist of language, discredits (1977) the hypothesis, citing the large number of bilinguals who in most cases have no problem switching between the grammars and lexical items of their languages. Psychologists, too, have maintained that the strongest version of the hypothesis, which states that language controls both thought and perception, has been proven false. Even the weaker form, which states that language merely influences thought, has been considered vague and unprovable. (Clark and Clark, 1977: 557). A similar critical stance about both the strong and weak forms of the Sapir-Whorf hypothesis is expressed by cognitive scientist Steven Pinker (1994).

There has recently been a new argument for the defence of the weaker form of the hypothesis. Psychologists Hunt and Agnoli (1991), through careful review of theories and experiments in linguistics and psychology, claim that the Whorfian hypothesis should be considered a hypothesis about language performance rather than a hypothesis about language competence. According to Hunt and Agnoli, every language is translatable, but an utterance that is completely natural in one language may be completely unmanageable in another. This supports the weaker version of the Whorfian hypothesis that language influences thought.

For instance, it seems that the English counter-factual construction "if/then" (e.g., "If I were rich, I would buy a sailboat."), does not appear in Chinese. Hunt and Agnoli maintain that it is seldom used in Chinese because the Chinese language does not have the subjunctive mood. Thus, in order to make a counterfactual statement the Chinese need to resort to a circumlocution that is elaborate and time consuming both

to reason out and to speak. Consider an English sentence uttered by a judge: "If you weren't leaving tomorrow, you would be deported." The Chinese translation would read: "I know you are leaving tomorrow, but if you do not leave, you will be deported" (Bloom 1981). For the Chinese speaker, the sentence is awkward to form and difficult to understand. In this utterance, the relative cost of reasoning is greater in Chinese than in English. Here we see the plausibility of the weaker version of the Whorfian hypothesis, a thesis that is regaining respectability in linguistics and psychology (Connor, 1996). The implication here is that language, culture and thinking patterns are interwoven and there exist different means of expression and different patterns of discourse across cultures that may have an impact upon intercultural communication. The study of the different cultural patterns in discourse will thus facilitate the understanding of the effects of language and culture on successful/unsuccessful intercultural communication.

2.2. Studies in Intercultural Discourse: Chinese vs. Western Discourse Patterns

In a pioneering study of intercultural discourse patterns, Kaplan (1966) analyzed the organization of paragraphs in ESL student essays. Kaplan identified five types of paragraph development for five groups of students of different cultural backgrounds, suggesting that Anglo-European expository essays follow a linear development. In contrast, paragraph development in Semitic languages is based on a series of parallel coordinate clauses. Essays written in Oriental languages use an indirect approach and come to the point only at the end. In Romance languages and in Russian, essays are permitted a degree of digressiveness and extraneous material that would seem excessive to a writer of English.

Kaplan's hypothesis, reinforcing the Whorfian view that each language imposes a worldview on its users, claimed that not only spoken language but also logic and rhetoric are culture specific. Kaplan maintained that logic and rhetoric are

interdependent as well as culture specific, assuming that "sequence of thought and grammar are related in a given language" (1966:4). In addition to the underlying premise that each language or culture has rhetorical conventions that are unique to it, Kaplan maintained that the rhetorical conventions of students' L1 interfered with the ESL writing. However, Kaplan has modified his earlier position considerably in a number of later publications (e.g., Kaplan, 1987; 1988), suggesting that rhetorical differences do not necessarily reflect different patterns of thinking. Instead, differences may reflect different writing conventions that are learned in a culture. (See also Connor, 1996:15-16).

Kaplan's (1966) "traditional" contrastive rhetoric has been criticized for being ethnocentric and privileging the writing of native English speakers (Matalene, 1985); for examining only L2 products and ignoring educational and developmental process variables (Mohan and Au-Yeung Lo, 1985); for dismissing linguistic and cultural differences in writing among related languages, that is, for including Chinese, Thai, and Korean speakers in one "Oriental" group (Hinds, 1983); and for considering transfer from a first language a negative influence on second language writing (Raimes 1991). However, his argument that Chinese as well as other "Oriental" writing is indirect has aroused and stimulated an interest in examining the variations between Chinese and Western patterns of discourse. Research in this area has come up with different views regarding the Chinese and Western variations in discourse patterns. For example, Mohan and Lo (1985) dispute Kaplan's claim of the importance of indirectness in Chinese and the influence of the "eight-legged essay", an essay form, particularly a principal framework for Chinese expository and persuasive writing, in which a subject is not discussed directly but approached from a variety of indirectly related views, that became the standard device of the civil service examination in the middle of the fifteenth century and survived as an accepted literary form until the early twentieth century. They argue that modern Chinese styles taught in schools today favour a direct rather than an indirect expressive mode. After surveying teachers of native Chinese-speaking ESL students in both Hong Kong and in British Columbia, the authors claim that the organizational pattern of Chinese

writing does not differ markedly from that of English and that the instruction students received in English classes in Hong Kong influences their organizational patterns in writing. In a recent study comparing Chinese and English essay structures, Gao Yuan and Wang Yong (1996) identified six basic structures used in both the Chinese and English essays being analyzed. They find that there is no significant difference in the relative frequencies of the structural patterns used in the Chinese and English essays being compared and therefore suggest that the variations in Chinese and English essays do not reflect different thinking patterns across cultures as suggested by Kaplan (1966).

On the other hand, Ron Scollon (1991) and Carolyn Matalene (1985), support the Kaplan hypothesis of indirectness in Chinese writing, although they do not explain it merely as an influence of the organizational pattern of the eight-legged essay. Scollon attributes the indirectness in Chinese writing to a different view of self in Chinese culture compared to the Western image of selfness. He observes that the process theory of writing in the West emphasizes the experience and voice of the individual. Along with the focus on the individual comes the stance of sincerity to one's true self. This leads to directness; when you know yourself and want to express your belief or feelings, you are expected to express it in specific, nonambiguous sentences. Scollon argues that the Chinese concept of self makes it difficult for Chinese writers to be direct, to express a point of view in a thesis statement at the beginning of a piece of writing. The Confucian self on which the Chinese self is based relies on four core relationships: affection between parent and child, righteousness between ruler and ruled, differentiation between elder and younger, and trust between friend and friend. Individualism is seen as problematic and indirectness is therefore preferred in the maintenance of these relationships.

Matalene (1985) analyzed sample essays written by Chinese ESL students in China and showed that arguments are often delayed, include narration, and use statements that seem unconnected in the eyes of the Western reader. According to Matalene, the phrases, sayings, and allusions often used to ornament and enliven discourse in Chinese writing are seen by Western readers as distractions. To the

Western reader, Chinese rhetoric lacks argumentative coherence because of its reliance on appeals to history, tradition, and authority and its frequent references to historical and religious texts as well as proverbs. It therefore appears that the indirectness in Chinese writing still bears the influence of the organizational pattern of the "eight-legged essay".

Cai (1993) explores the issue from a cultural sociopolitical perspective. He provides an explanation based on a comprehensive, historical description of the teaching of writing and models of good writing in China and supports a contrastive hypothesis similar to Kaplan's: "the rhetorical patterns of discourse strategies of a first language exert an overwhelming influence over students' writing habits in a second language. This influence extends the syntactical and grammatical levels to the rhetorical and ideological levels of discourse". According to Cai, English compositions by Chinese ESL students have consistently shown evidence of use of either the "eight-legged" or the "four-part" or the "three-foot" organizational patterns, a restricted expression of personal views, an indirect approach to the chosen topic, and a preference for prescribed, formulaic language, all of which are so unfamiliar to native English speaking instructors that they mistakenly perceive these students as "poor writers".

Cai maintains that the sociocultural sources of the problems encountered by Chinese students when writing in English as a second language should be taken into consideration in the explanation of the cross-cultural differences in discourse patterns. It is therefore suggested that the eight-legged essay is still a powerful organizing principle for many Chinese students. In addition, it can also be observed that the application of the more recent four-part model of *qi-cheng-zhuan-he* (起承转合) to organize paragraphs is very common (*qi* prepares the reader for the topic, *cheng* introduces and develops the topic, *zhuan* turns to a seemingly unrelated subject, and *he* sums up the essay). For example, Fagan and Cheong (1987) analyzed sixty English compositions written by Chinese ESL ninth graders in Singapore and found that as many as 50.9 percent of the students wrote their English compositions following the Chinese four-part model instead of the English pattern in which a topic sentence is

supported by other sentences. It is also reported that Chinese students seem to avoid free expression of personal views. Instead they resort to poetry, quotations and references to the past. According to Cai, quoting from old, even ancient, texts is considered cultured as well as respectful of authorities. To accept traditional values and social norms is considered polite behavior. Chinese writers also tend to "suggest" or be indirect through the use of rhetorical questions, analogies, and anecdotes to reveal intentions. (Cai, 1993; Young, 1994: 101-102; Connor, 1996: 39-40).

In a recent study analyzing 60 letters by Chinese contributors to editors and letters from learners of English to a professor, Hu Wenzhong (1999a) found that both the inductive and deductive styles were used in writing the letters although there seems to be a general preference for the inductive style. A closer examination reveals that the deductive style is used more frequently than the inductive when the social distance between the addresser and the addressee is relatively small and imposition relatively light. On the other hand, the inductive style seems to be used more frequently when the social distance is relatively large and the imposition relative heavy.

Gu Yueguo's (1999:7-38) contrastive study of the humanistic and stylistic traditions of Chinese and Western rhetoric gives a description of the historical development of the Chinese stylistic traditions and a thorough comparison of the differences between Chinese and Western rhetoric, providing a useful framework for a historical survey of the differences and similarities between Chinese and Western stylistic traditions.

In a conceptually based discussion and presentation of the cross-cultural variations in cultural assumptions, perceptions, and expectations between Chinese and Americans in communication, Ge Gao and Ting-Toomey (1998) examine the issues of communication in Chinese culture and in Chinese-Chinese and Chinese-North American encounters, through drawing on work in communication, psychology, linguistics and philosophy, and they utilize the perspective of self and OTHER as a conceptual foundation for portraying and interpreting the dynamics of Chinese communication. Their work serves as a very useful guide for a conceptual and

practical understanding of Chinese communication practices and their underlying cultural premises.

In Young's analysis of the issue from the Confucian tradition, sociocultural perspectives of contemporary Chinese society, the summary of her comprehensive study clearly explains the peculiarity of Chinese discourse patterns. The summary is quoted as follows:

> To sum up, I have suggested that the Chinese worldview stressing integral connectedness and interdependency, multi-dimensional and continuous change worked its way into rhetorical conventions and strategies of overlayering, of building correspondences, of open-ended beginnings and endings. Subjects are engaged from multiple perspectives; the end is never fixed and much is negotiable. Meanings, intentions, and connections are implicit, inferred, or implied. Understatements, muted thoughts, and subdued stances come partly from a devotion to "transmit" rather than "assert." Chinese tend to present ideas in a round-about, suggestive, or indirect way and to insist on delicate invitation and joint participation as implied by the vocabulary of "beyondness," "inbetweenness," or "inexhaustiveness." The suggestiveness of inbetweenness and non-endings generates a fruitful ambiguity which in turn, encourages multiple responses and interpretations; suggestiveness becomes both a quality and a challenge. The aesthetic invitation to participate – to "sympathetically harmonize" – underlies Chinese ritual actions and communications and aims to ensure the bondedness between participants. When we combine this aesthetic with a deeply rooted Chinese tradition for obscured links, partially rendered thoughts, deferred theses, and oblique references with no final resolution, we have a situation ripe for the continued Western portrayal of Chinese as "a mysterious and inscrutable people who do things backwards." (Young, 1994:135-136)

Young's summary has provided a thorough explanation of the many facets of the

Chinese preference for the indirectness/inductiveness in communication. To further conclude this section, it can be pointed out that Kaplan's earlier hypothesis, reinforcing the Whorfian view that each language imposes a worldview on its users, claimed that logic and rhetoric are interdependent as well as culture specific. He viewed the relationship between language and thought as one in which the "sequence of thought and grammar are related in a given language" (1966:4). In addition to the assumption that each language or culture has its unique rhetorical conventions, Kaplan maintained that the rhetorical conventions of students' L1 interfered with their ESL writing. Unfortunately, Kaplan's diagrams and his hypothesis have been interpreted too simplistically and too literally. It can be seen that recent discussions about contrasts between Chinese and English discourse patterns are characterized by agreement about the complexity of the issue. It is believed that the organization of the "eight-legged essay" is not the only reason for the seemingly indirect style of Chinese writers. Instead, explanations that consider cultural orientations toward self and society, and various factors of social interaction, social-cultural and social-psychological considerations are brought into the interpretation in more recent studies.

2.3. Markedness, Cultural Schemata and Discourse Studies

The notion of markedness (marking), which derives from the work of the Prague School, particularly the linguistic theories of Roman Jakobson and Nikolai Trubetzkoy, (cf. Lyons, 1977; Vachek, 1964, 1966; Battistella, 1990), is originally an analytical principle in linguistics whereby pairs of linguistic features, seen as oppositions, are given different values of positive (marked) and neutral or negative (unmarked). In its most general sense, this distinction refers to the presence versus the absence of a particular linguistic feature. There are other developments in the interpretation of the notion of marking, e.g., one interpretation relates marking to frequency of occurrence, as when one might say a falling intonation pattern is unmarked in English, compared with a rising one, because it is more common

(Crystal, 1985:188). Over the past few decades, the concept of markedness has been widely applied in second language acquisition research, discourse analysis and sociolinguistics studies (Rutherford, 1982; Givon, 1979; Myers-Scotton, 1997). For example, Givon (1979:88) defines discourse markedness as

> "the degree to which a discourse phenomenon constitutes a *surprise*, a break from the communicative norm. And since the norm may shift during discourse, the degree of communicative surprise is obviously relative to the norm at any given moment".

Scotton/Myers-Scotton's (Scotton, 1983, 1988; Myers-Scotton, 1993a, 1993b) studies of code-switching interpret markedness in terms of "preference" in linguistic production subject to variation and association with cross-community differences in the saliency of relevant socio- and psycholinguistic factors. We quote in the following Myers-Scotton's further explanation of the application of markedness in sociolinguistic/discourse studies:

> The Markedness Model (Scotton, 1983, 1988; Myers-Scotton, 1993a, 1993b) claims that, for any interaction type and the participants involved, and among available linguistic varieties, there is an "unmarked choice." While there is a continuum of markedness between choices for any given interaction type in a community, one (or more) choice(s) is more unmarked than others, its status demonstrable by frequency. Discourses including code-switching are no different; that is, they also show an "unmarked choice." (Myers-Scotton, 1997:231)

The above interpretations of the concept of markedness in terms of "frequency of occurrence", "preference in linguistic production" and "a *surprise*, a break from the communicative norm" appear to be very useful "tools" for an explanation of the variations in the use of inductive and deductive patterns in intercultural discourse. It therefore appears that the above application of the theory of markedness in discourse studies serves as a handy, operational and appropriate framework for the interpretation of the Chinese preference for the inductive strategy in discourse in terms of markedness.

The assumption in this study is that in ordinary discourse the inductive strategy is an unmarked phenomenon in the Chinese cultural context. It is assumed that the strategy is more frequently used in communication, and is a preferred way of presenting ideas or argument, which normally does not create a surprise or a break from the communicative norm in the Chinese cultural context. This appears to be in contrast to Western patterns of discourse in which the inductive strategy is marked while the deductive strategy is unmarked in ordinary discourse. In other words, the inductive pattern is more widespread and more natural in Chinese discourse than in the Western context. The following is one explanation of markedness and the deductive strategy in Western discourse:

> It (the deductive strategy) is the unmarked way in which one presents an idea that is taken for granted, or if the idea is not taken for granted, it is taken for granted that the speaker has every right to hold or to advance that idea and does not need to convince the listener of that right. In other words, when the speaker assumes that he or she has the right to advance an idea or when he or she believes that what is being said is true and only needs to be demonstrated to be understood, or when there is less emphasis on the listener taking action than there is on the listener understanding and acknowledging the truth of one's proposition, the most effective choice is the deductive rhetorical strategy. (Scollon & Scollon, 1995:84)

While the deductive strategy is unmarked in Western discourse, the inductive strategy appears to be marked as it is used only in special cases where the speaker/writer believes that the listener/reader is likely to resist his conclusion. Scollon explains:

> (In Western discourse) the inductive rhetorical strategy works in the situation opposite that for the deductive rhetorical strategy. It is best to use the inductive approach when it is not clear that the speaker has the right to advance a particular topic, when it is unclear that the listener will accept the speaker's conclusion, or when the purpose of the discourse is to exhort the listener to action. (Scollon & Scollon, 1995:85)

In the research literature, it has also been revealed that the differences in terms of markedness between Chinese and English is also reflected in the topic-comment constructions in the two languages. The prominence of topic comment constructions in Chinese forms one distinguishing characteristic of Chinese that contrasts with English, although the subject-verb construction is certainly present in Chinese as well. While in English, the topic-comment is a marked construction, which is normally restricted for a contrastive relationship or emphasis in discourse, the construction is unmarked in Chinese as it is a basic sentence type that occurs frequently in ordinary discourse. As a result of the feature of topic-prominence, Chinese learners of English tend to transfer the topic-comment structure into their interlanguage of English. The tendency to produce topic-prominent constructions in Chinese EFL learners' English has been reported in several studies (see: Rutherford, 1983; Hong, 1994; Yuan, 1995; Chen, 1996, 1999c). It has also been suggested that the fact that the topic-prominent construction is a widespread phenomenon in Chinese discourse reflects the preference for the information structure of Y, X in Chinese discourse.

Young (1994:70) points out that the connective pairs such as "because/as" and "so/therefore" signal a topic-comment relationship between the parts of the ideas or information that they tie together. Chad Hansen (1985) gives an insightful explanation about the whole-before-part phenomenon. In his writings on the conceptual structure of Chinese philosophy, he argues that Chinese theories of language adopt a whole-part (holistic) way of dividing things whereas Western models often presume a many-one (individualistic) dichotomy. This reveals that the appearance of "because" and "so" to signal phases in argument bears a remarkable resemblance to the topic-comment configuration, and that the Chinese tend to order the whole or larger framework to precede the parts or elements. This also tends to show that the topic-comment structure and inductive pattern in discourse represent similar Chinese discourse features that demonstrate how Chinese arrange information to cohere sensibly and predictably. While the topic-comment structure is unmarked in Chinese, the similarity between the topic-comment construction and the inductive pattern in their

information/argument structures may allow us to assume that the inductive strategy in Chinese discourse can also be analyzed in terms of markedness.

With an analysis of different types of samples from Chinese spoken and written discourse in a case study, the present author (Chen, 1999a) discussed the use of the inductive pattern in Chinese discourse. It was shown that the strategies used in both conversations and essays tended to reflect very similar information/argument structures in which the speakers/writers were apt to supply background information, illustrative examples or explanation of reasons before presenting the main idea /thesis. The inductive structure of information/argument might be simply represented as ***Because of Y, X*** following Scollon & Scollon (1995) and Young's (1994) analytical framework. This has been demonstrated in the study as a natural pattern normally used in Chinese conversation and in different types of essays written by Chinese EFL students, in which the speaker/writer might take it for granted that their ways of presenting ideas/argument are natural and normal in communication. The result of the analysis suggest that such an information structure is present at three levels, i.e. the sentential, the paragraph and the whole essay. This seems to form a contrast with English discourse in which the deductive strategy is preferred in ordinary discourse. Therefore, it is suggested that the observed preference for the inductive strategies in Chinese discourse may be explained as an unmarked discourse phenomenon featuring what is natural in ordinary Chinese discourse.

The principle of markedness developed in the last half century attempts to give organization to the polarities that constitute language. However, recent applications of the notion of markedness posit that the terms of polar oppositions at any level of language are not mere opposites, but rather that they show an evaluative nonequivalence that is imposed on all oppositions. "The universality of markedness values is only partial, and the idea of markedness as a completely a priori system is attenuated by the fact that a feature value may receive different markedness assignments in different languages. What is broadly defined and unmarked in one language may be narrowly defined in another. Values are therefore not fixed, but rather are relative: cultural and linguistic structure acts as a context within which

categories are evaluated, occasioning local reversals of general markedness values." (Battistella, 1990:1, 24).

Battistella (1990:199) points out that the oppositional relations that exist in any culture, text, or discourse can be organized in a hierarchical evaluative relationship, and an understanding of the role of markedness in creating and maintaining this relationship will give us a clearer picture of the conceptual system that these relations comprise. Also, since markedness may provide clues about a speaker's expectations, intentions, or hidden assumptions, markedness analysis may prove to be useful as well in explicating the dynamics of discourse between individuals or groups operating with different value systems. Our conceptual systems are frameworks that we use so automatically that we are normally unaware of their structure and organization. Yet these systems determine many of our everyday perceptions and opinions and affect the way we make decisions and interact with others. Determining the asymmetries that inhere in our cultural systems is certain to shed light on the patterns that underlie conventional wisdom and reasoning. It might also provide us with an understanding of unargued cultural assumptions that we take as background information. As a result it might allow us to better characterize ways in which such asymmetries can result in misunderstandings, confusions, and fallacies of reasoning. We might also compare the value an opposition has for different groups or individuals.

George Yule (1996:85-87) suggests that our ability to arrive automatically at interpretations of the unwritten and the unsaid must be based on pre-existing knowledge structures. These structures function like familiar patterns from previous experience that we use to interpret new experiences. The most general term for a pattern of this type is a schema, which is a pre-existing knowledge structure in memory. Everyone has had the experience of surprise when some assumed component of an event is unexpectedly missing. We develop our cultural schemata in the contexts of our basic experience. It is almost inevitable that our background knowledge structures, our schemata for making sense of the world, are culturally determined.

van Dijk(1997: 12-13) points out that there is one level of discourse which is not often dealt with separately and in a homogeneous way, namely that of its overall

formal structures, also called schematic structures or superstructures. It is further explained that in an abstract sense we may analyze a discourse in terms of a number of typical formal categories and their specific order and function, much like we do when we analyze a sentence in terms of subject, object, etc. Thus, many types of discourse will begin with a summary and end with a conclusion category. Arguments may consist of various premises and a conclusion, and stories may be abstractly composed of categories among which a complication and a resolution appear to be crucial. That is, together with their style, various genres may be described in terms of these typical schematic categories.

Yule and van Dijk's views stress the significance of the concept of schema as an important factor in the structural explanation of intercultural discourse patterns. As Kamppinen (1993: 141) has pointed out, "cultural entities like texts, buildings, jokes, human behaviour, beliefs, and belief systems are good candidates for structural explanation. In any reasonable theory of culture, the existence and individuation of cultural entities is dependent upon some cognitive phenomena – mental representations and their systems, or cognitive schemata, for short." In R. Schank and K. Abelson's (1977) terminology, they use the term *script* which suggests a set of links that structure the cluster of representations into a cognitive schema. The following quotation explains the characterization of the script:

> A script is a structure that describes appropriate sequences of events in a particular context. A script is made up of slots and requirements about what can fill those slots. The structure is an interconnected whole, and what is in one slot affects what can be in another. Scripts handle stylized everyday situations. They are not subject to much change, nor do they provide the apparatus for handling totally novel situations. Thus, a script is a predetermined, stereotyped sequence of actions that defines a well-known situation. Scripts allow for new references to objects within them just as if these objects had been previously mentioned; objects within a script may take 'the' without explicit introduction because the script itself has already implicitly introduced them. (Schank & Abelson,

1977:41)

A script is thus a schema which is a system of representations (Kamppinen 1993: 143). It can also be defined as an organised body of knowledge, a mental structure that represents some part of some stimulus domain (Rumelhart and Ortony, 1977; Rumelhart, 1980). Like a concept, a schema is thus a representation abstracted from experience, which is used to understand the world and deal with it. It consists of a set of expectations about how part of the world is organized; these expectations are applied to categorize various stimuli (Howard, 1987:31). Schemata provide a means of recognizing patterns. The mass of data coming through our senses has to be filtered, analyzed and interpreted, for which a person needs schemata. At the broadest level, schemata affect the information a person actually takes in (Rumelhart, 1980). Schemata can, therefore, cause distortions in perception. An illustration is the old cliche that a person's assessment of another is complete within the first 90 seconds of an introduction and that it is very hard to change the assessment afterwards. In some stimulus domains, different cultures have quite different category systems. Different cultures select certain bases for categorization as the most important through differing values and purposes. (Howard, 1987: 38-39, 121).

The above review of the concepts of markedness and cultural schema, and their application in discourse studies serves as a guideline in our identification of the research questions, as practical references and theoretical considerations for the research design and the interpretation and discussion of the results of the study, the aim being to develop an explanatory model of markedness for intercultural discourse.

2.4. Research Methodology

Studies of contrastive rhetoric, like a great deal of ESL research, have been interdisciplinary, reflecting the background and research training of the particular researchers. Linguistics, education, discourse analysis, sociolinguistics, and psycholinguistics have affected research approaches. Linguistics has provided tools for the structural analysis of texts, education and psychology have encouraged

quantitative experimental methods, and sociolinguistics and anthropological investigations have favoured qualitative research methods such as case studies and ethnographies. A review of the research literature shows that recent contrastive research has been heavily influenced by quantitative and qualitative approaches. Among the types of research methods commonly used in the studies in the area, three major types seem more relevant to our study, i.e., (1) **Reflective inquiry,** which "identifies problems and phenomena through observation, introspection, and literature review" (Bereiter and Scardamalia, 1983); (2) **Quantitative descriptive research** that "goes beyond case studies and ethnographies to isolate systematically the most important variables developed by these studies, to define them further, and to quantify them at least roughly, if not with some accuracy, and to interrelate them" (Lauer and Asher, 1988), and (3) **Sampling survey research** which "describes a large group, a population, of people, compositions, English courses, teachers, or classrooms, in terms of a sample, a smaller part of the group" (Lauer and Asher, 1988). (Also see Connor, 1996:156). In the analysis of discourse structures with focus on the Chinese context and intercultural communication between Chinese and Westerners, Hu Wenzhong (1999a), Hu Zhuanglin (1993, 1995, 1997), Jia Yuxin (1997) and Wang Dexing (1998), et al., have also provided theoretical guidelines and useful analytical frameworks for reference.

Since most of the studies of Chinese EFL students' discourse patterns with reference to intercultural communication have been reflective, qualitative and descriptive in nature, there seems to be a need to conduct more survey research exploring issues addressed in earlier studies and confirming/disconfirming previous claims. The present study therefore adopts a combination of research methods using both qualitative, quantitative descriptive and survey designs, moving from qualitative analysis aimed at the identification of essay structural types, to the description of large sets of essay data, followed by an investigation studying cross-cultural differences in attitudes towards stylistic variations in discourse.

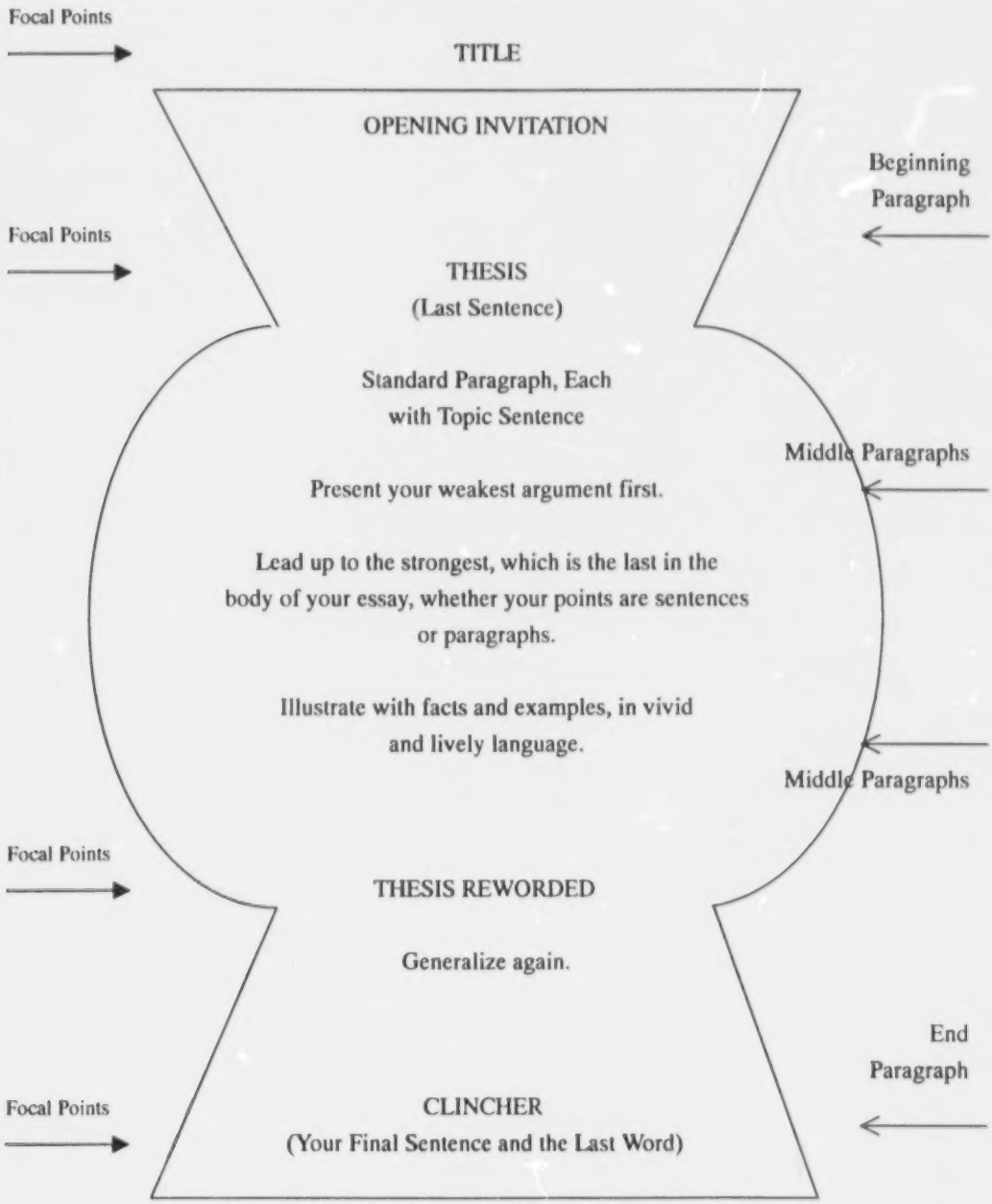
In the qualitative/descriptive part of the present study, the analysis focuses on both the paragraph structure as well as the essay structure, with reference to the

practices in previous studies exploring the discourse structures of EFL students' essays/compositions and both Chinese and English rhetoric and stylistic handbooks (Kaplan, 1966; Baker, 1984; Tirkkonen-Condit & Lieflander-Koistinen, 1989; Cai, 1993; Scollon, 1995; W. Z. Hu, 1999; etc.), and with reference to Baker's diagram of the standard English essay in particular.

In Baker's (1984) framework, the standard paragraph and essay structure in English has been presented as a keyhole diagram. The diagram shows that in the English standard essay structure the beginning paragraph should look like a funnel, working from broad generalization to thesis. The middle paragraphs are almost like little essays with their own beginnings and endings. And finally, the last paragraph should work like an inverted funnel, broadening and embellishing the thesis (Baker, 1984:68-75). Please refer to the diagram that follows:

(Please turn to next page for the diagram)

THE KEYHOLE



(Baker, 1984: 70)

The above diagram shows a typical deductive pattern in which the thesis statement is given in the first paragraph, which is illustrated with facts and examples in the middle paragraphs and further generalized and restated at the end paragraph of the essay. This diagram will be used as one of the basic analytical frameworks for our analysis of Chinese EFL students' essays.

The investigation carried out in this study is based on the methods of preference measurement developed in Degenhart & Takala's (1988) research project which aimed to produce an easily scored instrument, based on accepted rating criteria and which would reliably report national/cultural writing styles as reflected in student perceptions of instructional practices in writing. As a result, two kinds of 5-point scales and a measure method were produced as rating scales to determine possible cultural/national preferences in patterns of written communication, i.e., a unipolar scale of descriptive adjectives, a bipolar scale consisting of six pairs of short sentences representing the pairs of stylistic dimensions and a preference measure with concrete writing samples. In our questionnaire for the investigation, we have followed the basic frameworks of the instruments, but with considerable modification in order to meet the needs of the study. Chapter 3 presents a detailed explanation of the design of the research and a description of the procedures of the investigation.

2.5. Summary

The above review of literature has focussed on previous studies on the relationship between language, culture and perception with special attention to cross-cultural comparison of Chinese vs. English discourse patterns and related research methodology. It can be seen that ever since Robert Kaplan published his pioneering paper on cross-cultural rhetoric (Kaplan, 1966) to support the Sapir-Whorf Hypothesis of linguistic relativity, there has been a continuous flow of publications on matters related to communication across borders, cultures and languages. Kaplan's observation that students organize paragraphs in different ways in different cultures and his claim that Chinese as well as other oriental writing is indirect have prompted

researchers to explore the cross-cultural variations between Chinese vs. English discourse patterns. It can be seen that many of the studies are characterized by agreement about the complexity of the issue and approach the research area from the traditional-cultural, socio-historical and contemporary socio-cultural perspectives, offering explanations and interpretations that consider cultural orientations toward self, society, and social interaction. However, it can also be seen that most of the studies are reflective, qualitative and descriptive in research practice, lacking a consistent explanatory model. Therefore, there seems to be a need to conduct further investigation into the attitudes of informants from Chinese and English cultural backgrounds towards the different discourse patterns. In such a research context, the present study adopts a combination of research methods using both qualitative, quantitative descriptive and survey designs, moving from qualitative analysis aimed at the identification of essay structural types to the description of large sets of essay data, which is followed by an investigation studying cross-cultural differences in stylistic preference. It is also intended to apply the theory of markedness and the notion of cultural schema in the analysis, aimed at developing an explanatory model of markedness with regard to cross-cultural preferences in discourse patterns.

Chapter 3

The Study

Chapter 3

The Study

3. The Statement of the Problem

Studies in intercultural communication suggest that one of the major sources of miscommunication in intercultural contexts lies in the differences in patterns of discourse. (W. Z. Hu, 1994, 1999; Clyne, 1994; Scollon & Scollon, 1995; Connor, 1996; etc.) Research has also revealed that there appears to be a Western preference for a deductive pattern and a Chinese preference for an inductive pattern in discourse (Kaplan, 1966, 1988; Qu, 1991; Scollon, 1995; Connor, 1996; W. Z. Hu, 1999a;). However, it has also been pointed out that there is nothing inherently Chinese or Western in either of these patterns, since both are used in all societies (Scollon & Scollon, 1995:75). The question here is how the Chinese differ from Westerners in the use of the patterns in discourse and, if there is a preference for the inductive pattern in the Chinese cultural context, what implication can be drawn for the East vs. West intercultural discourse. The present study addresses the question through a comprehensive research project including **qualitative** and **quantitative** studies focussing on one specific aspect of discourse. This is achieved through an analysis and description of the Chinese EFL student's discourse patterns reflected in their essays and a follow-up investigation comparing Chinese EFL students and native speakers of English over their preference for different discourse patterns. The study is also intended to serve the purpose of developing and improving research methods for conducting investigations, especially for gathering and analyzing data in this field of studies.

3.1. The Qualitative Aspect of the Study

The purpose of the qualitative aspect of the project is to provide a description and

classification of Chinese EFL students discourse patterns in written communication through an analysis of a collection of 363 essays. In the qualitative analysis, each individual essay was analyzed, checked and marked according to a framework for identifying the structural types of the paragraphs and essays. A structural label is attached to each of the paragraphs in an essay which is further categorized into one of the discourse structures for the purpose of presenting the general patterns of discourse used by Chinese EFL students. Since the analysis focuses on Chinese EFL students' written communication in English, it is assumed that the discourse patterns of Chinese EFL students may be taken as evidence of the influence and transfer of Chinese patterns of thinking into the students' expression in English. A description of the general patterns of discourse as reflected in Chinese EFL students' written communication provides a data base for the exploration of the differences in intercultural discourse patterns and their implications for intercultural communication. The result of the qualitative analysis in identifying the typical discourse patterns of the Chinese EFL students also provides the basis upon which the investigation of the preference for different discourse patterns among Chinese EFL students and native speakers of English was designed and carried out.

3.1.1. The data

The data collected for the qualitative study include all the 363 essays written by Chinese EFL students as part of the qualification examination for a college degree in the Guangdong Provincial Examination for Self-taught Students, who are all adult students taking part-time English courses. The topic of the writing assignment was "the advantages/disadvantages of living with one's own parents", and was intended to require students to express their views in an argumentative/persuasive essay. Since the time allowed for the writing assignment in the proficiency test was about thirty minutes, it was assumed that this would require the students to present their views and ideas according to their habitual patterns of discourse. An analysis and description of the data should therefore reveal the general tendency of the students with regard to the

structural patterns in discourse they adopt.

3.1.2. Analysis of the Paragraph Structures

The focus of the data analysis is on two levels, the analysis of the paragraph structure and the description of the structural type of each essay. The procedure of the analysis starts with the assignment of a serial number to each of the essays for further reference when needed. Since the examination took place at different localities in Guangdong Province, the first two digits of the serial number refer to the locality of the examination while the last two digits of the number refers to the examinee. The next step is to analyze each of the paragraphs of the 363 essays and to name each paragraph with a structural label.

During the analysis, we observed that six basic types of paragraphs (labels) are needed to describe the paragraph structures, i.e., *Introductory Remarks* (IR in short), *Thesis Statement* (TS), *Deductive Paragraph* (DP), *Inductive Paragraph* (IP), *Paragraph Listing Details* (DS) and *Restatement as Concluding Remarks* (RE). In our analysis the *Introductory Remark* refers to the calling for the reader's attention to the subject of discussion at the beginning of the essay without stating the thesis. The *Thesis Statement* refers to the thesis sentence of the entire essay, that is the main idea of the writer's argument or discussion in the essay. In a *Deductive Paragraph*, the topic sentence is at the beginning of the paragraph while an *Inductive Paragraph* would begin with details leading to a summary sentence. It can also be found that there is a type of paragraph, which just lists details to support the thesis of the essay, without a clear topic sentence or a summary sentence in the paragraph. *Restatement* refers to the concluding remarks, which normally restate the thesis of the essay.

Normally, each paragraph is assigned a single structural type. However, in some cases, the writer of the essay may use one paragraph for more than one purpose. In this case the paragraph is marked with more than one descriptive term as required. The following essays are two samples of the analysis. The analysis and labeling of the paragraph structures are illustrated as follows:

No.: 0102
No. of Paragraphs: 4
Paragraph Types: [IR, IP, DP, TS]
Essay Structure: Inductive

The advantages or disadvantages of living with one's own parents

[IR]
In China, now many families still consist of three generations.

[IP]
Some young married couples prefer to live with their parents as the old people can help with the housework and take care of their grandchildren so that they can be intent on their work. After work, they still have time to study and do something they want. At the other hand, they can take care of their parents for the old people are liable to get illness. The young people can help the old ones to do the heavy work also. Living with young generation can make the old people younger at heart and full of spirit. The old parents can absorb new idea from the youngsters so that they will not be left behind the time. ***In this way, living together can benefit both.***

[DP]
However, it also raises a lot of problem. Firstly, the relation between generations. There must be generation gap which leaves them misunderstanding. Sometimes, the old people want to be followed and the youngsters do not obey. The ideas of the youngsters cannot be easily accepted by old people. Also, how to educate the third generation is a problem. Both sides have their own ways. Frequently, they contradict. Especially, now one family only has one child that causes the problem worse.

[TS]
Anyway, everything has two sides. If we deal with it correctly and to think from the other's side, problems can be resolved easily.

It appears clearly that each paragraph of the above essay can be assigned a specific type of structure. For example, the 1st paragraph serves as the introductory remarks while the 2nd is an inductive paragraph and the 3rd a deductive paragraph for

the development of the writer's argument. The thesis statement appears in the last paragraph of the essay. Therefore, each of the four paragraphs is marked with one descriptive term, e.g., **[IR, IP, DP, TS].** However, one paragraph may serve more than one purpose as in the following essay:

No.: 1708
No. of Paragraphs: 5
Paragraph Types: [IR+TS, IP, IP, DS, RE]
Essay Structure: Deductive Frame with Inductive Paragraphs

The Advantages of Living with One's Own Parents

[IR+TS]
In China, many families still consist of three generations. Some married young couples prefer to live with their parents. ***It's reasonable, especially for the families that the husbands and wives have their jobs. I can illustrate the advantages in the following:***

[IP]
At first, I will talk about the children. In the policy of "one baby", most families have only one child. Parents have their own jobs and they can't give much attention to their children. Yet there is only a little boy or girl, they have no companies, cards and toys can't replace the friendship and communication. ***So if the family are living with their parents, they can play the parts of baby-sitters.***

[IP]
Second, every man and woman works hard everyday. Although they are grown-ups, they still need the care and teachings of the families. They are never really grown-ups, in one or another sense, they are still boys and girls. ***Everyone needs the warmth and care. Parents can take the duties.***

[DS]
As to many peasant families, although in some degrees, these advantages may have differences but still exist.

[RE]
So you may have many advantages to live with your parents, In this sense, everyone must respect his parents.

In the above essay, the 1st paragraph contains the introductory remarks as well as the thesis statement. The 2nd and 3rd paragraphs are inductive paragraphs since each begins with details leading to a statement summarizing the main point of the paragraph. The 4th paragraph is some sort of a general statement. However, it has not been expanded into a full paragraph. It is therefore considered only a point listed in the essay. There are other paragraphs that only list detailed information points without giving a general statement. The term [Paragraph with **D**etails, or **DS** in short] is used to refer to this type of paragraph. The final paragraph is a restatement of the thesis serving as the conclusion of the essay. (Please refer to **Appendix 1, Appendix 1.2, Appendix 1.3** and **Appendix 1.4** for more examples of the analysis and the detailed description of the paragraph structures for each essay.)

3.1.3. Description of the Structures of the Essays

The analysis of each paragraph in the essays provides the basis for the description of the structural type of each essay. The major purpose of the qualitative study is to provide a description and classification of the Chinese EFL students' discourse patterns and to find out the comparative ratio between deductive vs inductive essay structures among them. In a study of the communicative styles of Chinese letters, Hu Wenzhong (1999) uses the theme summary notion introduced by Tirkkonen-Condit and Lieflander-Koistinen (1989) to determine whether a letter is written in an inductive or deductive style. In their analysis, if the theme summary is in the first one-third of a letter/essay, it is considered to be at the beginning. If it is in the second one-third, it is considered to be in the middle. If it is in the final one-third, it is considered to be in the end position. We have basically followed such a notion in our analysis. Baker's (1984) framework of the standard paragraph and essay structure in English has also been referred to in our analysis. (Please see Chapter 2, Section 2.4, for the detailed presentation of Baker's diagram for the English essay structure.) Therefore, if an essay begins with a thesis statement in the first paragraph or in the second paragraph following the introductory remarks, it is considered to be a deductive essay.

However, if an essay does not have a thesis statement at the beginning and the writer concludes the essay with the theme summary/thesis statement, it is considered to be an inductive essay. In a few cases where some essays do not have clear thesis statements either at the beginning or at the end, they are also considered as inductive essays since the writers do not state their positions clearly and the readers are required to make inference based on details supplied by the writer in the essay. During our analysis of the essays, we have also found that some of the essays appear to be deductive as the theses are clearly stated at the beginning of the essays, yet most of the paragraphs are inductive paragraphs ending with the theme summary. Since Kaplan's (1966,1987,1988) studies focussed on the paragraph development of English students of different cultural backgrounds for a discussion of the differences in cultural thought patterns, we assume that it is important to classify this type of essay as a separate category. Therefore, we have identified three major types of essays and set up three main frameworks for the identification and classification of the essay types, i.e., **Essay with Inductive Structure**, **Essay of Deductive Frame with Inductive Paragraphs** and **Essay with Deductive Structure**, showing three different degrees of deductiveness/inductiveness or directness/indirectness. The following 6 samples are examples demonstrating the three basic analytical frameworks used in the description and classification of essay structures:

Essay No. 0109

The Advantages of Living with One's Own Parents

In 1992, I married my husband who worked in a Sino-foreign joint-venture company. He was busy at his job. For consideration to help him I moved to live with him at the factory dormitory. However, we got complaints from my husband's parents, who are both retired cadres. They asked us why we didn't like to live with them for they have an apartment with 4 bedrooms and 2 sitting rooms. Only two of them lived in the apartment. So they hoped that we could live with them.

The details of
The argument

(详细的论据)

Actually, I really hoped to live with them for we had got married not long before and we needed to improve the relationship between the parents and ourselves. As we hope the next generation will follow our example, we thought we should live with my parents-in-law in order to help them do the housework and to share their happiness and bitterness. Doing so will express our respect to them. Based on such an idea, we moved to live with my parents-in-law. I still remembered the day when we moved. How happy they were!

Now, we have a two-year old son. My parents-in-law help take care of him. They like their grandson very much, and the whole family, old and young are very happy. I think, these are the advantages of living with one's own parents. *So I prefer to live with my parents-in-law.* (211) (0109)

The thesis
(论点)

Essay No. 0209

The Advantages of Living with One's Own Parents

Introductory Remarks
(引语)

If your parents are still living, you'll have to decide whether to live with your parents or not when you get married, except that your parents have all passed away.

In my own view, like or dislike to live with one's parents has it's own reasons, and it will have many social and cultural effects. For example, western people are different to oriental people. When they grow up, they will live away from home and lead independent life themselves, while in the East, most parents are likely to live with their children even after they have been married.

The details of the argument
(详细的论据)

Being an eastern person, I will still prefer to live with my parents when I get married. First, I can get more help from my parents in daily life. Parents are experienced in raising children, and can play an important role in educating the child. On the other hand, parents are in need of help. This is called "rewards for old people" in the eastern thought. After years of living, I understand that raising a baby is not easy. It needs a lot of mental strength. All in all, your parents can help look after your family carefully and give a lot of good advice.

The thesis
(论点)

So, on the whole, *I would still like to live with my parents even if I get married one day.* (209) (0209)

From Essay No. 0109, we can see that the writer starts the essay with details leading to her theme summary at the end of the essay. This appears to be a typical inductive essay structure since the reader will get to know the writer's position clearly towards the end of the essay. The structure of Essay No. 0209 is similar though it begins with the topic/introductory remarks of the essay. We treat the first paragraph as the topic/introductory remarks rather than the thesis since the writer is not stating his/her thesis of the argument here. The introductory remarks here only serve as an opening to the discussion. Therefore, the essay structure is considered inductive due to the fact that the thesis statement occurs at the end of the essay. This principle of determining the inductive structural type of the essay is maintained throughout the analysis of all the essays. (See Appendix 1.2. for more examples of essays with inductive structures.)

The sample essays on the next two pages are intended as illustrations of the analytical framework for identifying essays having a deductive framework with inductive paragraphs. An explanation of the analytical work will be given following the presentation of the framework.

Essay No. 0104

The advantages of living with one's own parents

The thesis
(论点)

There are advantages in living with one's own parents in China, and these are as true for young couples as for the parents.

Demonstration with Inductive Paragraphs

用归纳式段落论证

Firstly, in China, the young couples need to work. If they live with their parents, they can save a lot of time from taking care of the odds and ends of housework and their baby. As the economy is developing rapidly nowadays, young men and women need to work hard. They have to spend most of their time in their work or study. In this case their parents can play an important role in arranging the daily housework of the family. They can help with the housework, baby etc., *which enables the young couple to be free for their work.*

Secondly, most old people may have a feeling of loneliness if all their children live away from them. They like the joys of a big family with children around them. After the parents retire, they always find that they have nothing to do everyday and feel that the day is much longer than before. They need something to do, which can dismiss all their feelings of loneliness. With their children and the babies around, they find themselves useful, and *they can enjoy the happiness of the family.*

Thirdly, old people may have this kind or that kind of illness. If young couples live with them, they can take care of the parents easily when they are ill. In that case, they need not to dash back home and then rush to their parents' house to help them. *They can offer help immediately.*

Lastly, to live with one's own parents, young couples can set a good example to their children as to how to respect old people, how to take care of somebody else, how to cooperate with everybody in the whole family, and how to seek and enjoy happiness in the family, etc. *This is really a good opportunity to educate the children.*

Restatement
(重述主题)

These are the advantages that are held in my mind. What do you think? (336) (0104)

Essay No. 0213

The Disadvantages of Living with One's Own Parents

Introductory Remarks
(引语)

China is a nation with a large population and poor living conditions. Many families still consist of three generations. Thus it brings a lot of trouble to people's life and work. Some married young couples prefer to live without their parents. The reasons they have are as follows.

The Thesis (论点)

Demonstration With Inductive Paragraphs

用归纳式段落论证

First, they think that there's a big generation gap between them and their parents or their grandparents. This will cause problems in their communication with the parents. They and their parents cannot accept each other's opinions, and have their own living habits etc. For example, the younger generation are open minded, but the older are conservative. Young people like to sleep very late, and the older people are willing to get up early. Their habits will contradict each other. *This will produce a lot of bad effects upon each other's life and work.*

Secondly, many parents would interfere the young persons' decisions. Some old people always look down upon the young generation's decisions while some young men do not respect their parents. *This will also bring the family unhappiness.*

Thirdly, since the housing conditions in China are usually poor, young people who live with their parents will make the house over crowded. *This is not good for the health of the people in the family.*

However, young people living with their parents may still have some good effects. For example, the grandparents can take care of both the grandchildren and house.

Restatement
(重述主题)

Generally speaking, I think that young people living without their parents would have more advantages than disadvantages. (240) (0213)

In the analysis, we find that in a writing task like this, the students normally state their positions either at the beginning or at the end of the essay. The theme summary seldom occurs in the middle of the essay since the question is focused. Therefore, it is not too difficult to identify whether the essay is inductive or deductive when the writer's thesis is clearly stated in the essay. However, we have also found a type of essay that appears deductive since the thesis statement occurs at the beginning of the essay, but most of the paragraphs in the essay are of an inductive style. Since Kaplan's (1966) study assumed that the paragraph development of EFL students from different cultural backgrounds reflects the differences between the thinking patterns across cultures, we believe that the structure of the paragraph in the essays of our collection should be considered as an important aspect in revealing the habitual discourse patterns of Chinese EFL students. Kaplan (1966:4-5) points out that the thought pattern which speakers and readers of English appear to expect as an integral part of their communication is a sequence that is dominantly linear in its development, and an English paragraph normally reflects this type of linear development. We therefore single out the **Essay of Deductive Frame with Inductive Paragraphs** as a separate category for study. The rationale for such a category is that this may constitute a contrast with the English paragraph and it reflects a certain degree of inductiveness/indirectness among Chinese student's writing habits. For example, in Essays No. 0104, and No. 0213, we can see that each of the essays begins with a clearly expressed thesis statement, putting forth the writer's position at the beginning and restating it at the end of the essay. However, in the paragraphs that are used to illustrate the writer's thesis, the inductive development is quite obvious, each with a theme summary at the end. (See more examples in Appendix 1.3.)

In the following sample essays, the framework for identifying the deductive essay structure is illustrated:

Essay No. 0218

The advantage of living with our own parents

Introductory Remark（引论）

The Thesis（论点）

We prefer to live with my parents. There are many advantages both to my parents and to ourselves.

Demonstration with Deductive Paragraphs

用演绎式段落论证

First, *my parents have sixty year's working and living experience. They can often point out the shortcomings of the young couple.* Their experience can often prevent the young couple from dealing problems wrongly and give them proper ways to solve them.

Second, *my parents have retired. They can help us look after our child.* Our child, to be frank, is a burden to our jobs. We have no time to raise him and he costs us too much energy to look after him. Without my parents' help, we would not have enough time to earn money, study, and enjoy life.

Third, *living together is also good to our parents.* Our parents' want is to share their son's achievements.

They have retired, but they want their career to continue. We often tell them about our success in our work and business, which makes them very happy.

Fourth, *we often bring them the latest news about the outside world, helping them to know the world better.* They want to be respected. They don't want to be out-of-date. We can help them feel younger and more energetic.

Finally, and the most important point is that *it is our duty to look after our parents.* They are in fact old no matter how strong they seem to be. They need our help. If they are sick, we can buy medicine for them. To them, the medicine is not just simple medicine, it is the son's kindness.

Restatement（重述主题）

Living with our own parents is good to the family, as well as being good for society. (276) (0218)

Essay No. 0118

The disadvantages of living with one's own parents

Introductory Remarks
(引语)

It is a fact that many married young couples prefer to live with their parents in China. However, I think *this creates a social problem because there are a lot of disadvantages when young couples live with their own parents.*

The Thesis (论点)

Demonstration with Deductive paragraphs

用演绎式段落论证

Firstly, *young couples will depend on their own parents and fail to live on their own.* In other words, almost everything will be done by their parents. They needn't take care of their child by themselves, needn't rent a house for themselves, needn't do housework, and so on. It seems so safe but it is actually undesirable. Young couples will not learn to make progress themselves and will become lazy.

Secondly, *there may be some quarrels between the young couple and their parents* due to the differences between the two generations in their living patterns and the methods of thinking, etc.

Third, *the grandparents may spoil the child.* Sometimes they may interfere when the young couple educate their child.

Restatement
(重述主题)

In short, I don't think it is good for young couples live with their parents. (176) (0118)

Essay No. 0118 and No. 0218 above clearly demonstrate the deductive essay structure. Each of the paragraphs is also developed in the deductive way. For more examples, please see Appendix 1.4.

So far we have demonstrated the procedures of the structural analysis of the essays. The results of the analysis of the 363 essays following the above frameworks are recorded in *Appendix 1: Description of the Structural Types of the Essays*, in which the structure of each paragraph is labeled and the structure of each essay identified. The results of the frequency count of each of the three types of essays will be presented in Chapter 4 and further discussed in Chapter 5. In order to give a better idea of what each type of essay is like, we have also included samples for each type of essay in ***Appendix 1.2 Essays with Inductive structures, Appendix 1.3. Essays of Deductive Frame with Inductive Paragraph Structures*** and ***Appendix 1.4. Essay with Deductive Structures*** for further reference.

3.1.4. EFL Teachers' Classification of the Structural Types of the Essays

Since the analysis and classification of the structural types of the essays do not depend on personal impression but are based on strict procedures and carefully designed frameworks, it is assumed that the analytical work can be done by any researcher following the steps of analysis illustrated above. However, a follow-up investigation into Chinese EFL teachers' classification of the structural types of the essays was used to verify whether their classification of the structural types of the essays correspond with the analytical framework used in this study. We asked 15 Chinese EFL teachers (university teachers of English having many years of teaching experience in the Guangdong University of Foreign Studies), to answer a questionnaire designed to meet the above purpose. (See *Appendix 1.1.* for further details of the questionnaire: *EFL Teachers' Classification of the Structural Types*). The results of the case study were as follows:

EFL Teachers' Classification of the Structural Types of the Essays

Number of Teachers As Informants	Number of Informants Who Classify Essay 0109 as IE	Number of Informants Who Classify Essay 0213 as DIP	Number of Informants Who Classify Essay 0118 as DE
15	15 (100%)	12 (80%)	15 (100%)

Notes:

IE = Inductive Essay

DIP = Essays of Deductive Frame with Inductive Paragraph Structure.

DE = Deductive Essay

Essay 0109 has been identified as an inductive essay in the present study.

Essay 0213 has been identified as an essay of deductive frame with inductive paragraph structures in the present study.

Essay 0118 has been identified as a deductive essay in the present study.

The result reveals that the teachers' identification and classification of the structural types of the essays correspond well with the framework of our analysis (the minimum = 80%). This seems to suggest that the analytical procedures and frameworks with regard to the qualitative aspect of the present study are operational and can be followed by EFL researchers in their analysis.

3.2. The Quantitative Aspect of the Study: the Investigation

The qualitative analysis of the present study provided the basis for a further investigation into the attitudes and evaluation of different discourse styles and patterns by both Chinese EFL students and native speakers of English. This was intended to provide a cross-cultural comparison of the preferences of the three major types of discourse patterns revealed in the qualitative analysis, through a questionnaire in the form of a set of rating scales. The resultant scores from the three types of tasks in the questionnaire were analyzed through statistical instruments to test

three hypotheses regarding the differences in the preference of deductive vs. inductive discourse styles and patterns between Chinese EFL students at two different learning stages, and native speakers of English.

3.2.1. The Hypothesis

The Hypothesis of the investigation was:

> **that EFL students of Chinese cultural background will have a higher degree of preference for the inductive pattern in written discourse in English than Native Speakers of English.**

The hypothesis may be further presented as three sub-hypotheses:

1) EFL students of Chinese cultural background will have a higher degree of preference for the inductive style than Native Speakers of English, in a set of rating scales requiring opinions for different styles in writing an English essay.

2) EFL students of Chinese cultural background will give higher scores than Native Speakers of English to essays with inductive structures, in an evaluation of different types of essays.

3) More EFL students of Chinese cultural background than Native Speakers of English will admit to following inductive structures in writing an essay.

The hypotheses are based on the following ideas:

A) The inductive patterns reflected in the students' samples of discourse used in the questionnaire demonstrates one way in which information/argument is structured in Chinese. The evaluation and comparative study of the

preference for inductive or deductive essay will in one way reflect the attitudes of the informants from different cultural backgrounds over Chinese styles of discourse.

B) Although deductive patterns can also be found in Chinese EFL students' written discourse, the Chinese EFL students as informants in the investigation will have a higher degree of preference for the inductive patterns than native speakers of English.

C) Although native speakers of English can also be found to select the inductive pattern as a choice in the tasks of the investigation since it is also one of the ways used in English written discourse, they will have a lower degree of preference for the inductive patterns as compared with the Chinese EFL students.

D) As it is anticipated that the cultural backgrounds of the informants will affect the attitudes towards different discourse patterns, it is also assumed that EFL students at an advanced learning stage will adopt an attitude closer to that of the native speakers of English as a result of the approximation process of language learning which involves learning the cultural patterns of the target language. The present investigation therefore includes EFL students at an advanced learning stage as informants, with the purpose of taking into consideration the level of cross-cultural awareness as a moderating variable in the study.

E) It is assumed that inductive vs. deductive patterns in discourse may not be clearly demarcated. They may reflect certain degrees of structural difference. Therefore, the classification of the essays into three different types of essay structures, i.e., *essay with inductive structure, essay of deductive frame with inductive paragraph structure,* and *essay with deductive structure,* is intended to reflect the differences between the

inductive and deductive patterns in terms of degrees. It is also assumed that the preference for the inductive and deductive patterns may be viewed as difference in degrees and therefore can be measured by rating scales and frequency counts through investigations.

3.2.2. Operational Definitions

The following sections will provide brief operational definitions of the key terms of the study. Since many of the technical terms used in this study can be clearly understood in the research context, only a limited set of terms that need further clarification are dealt with in these sections.

3.2.2.1. The Independent Variables

The independent variables are the cultural backgrounds of the users of English with 1st Year Chinese English Majors, 4th Year Chinese English Majors and Native Speakers of English representing three different levels of cross-cultural awareness. It is assumed that the difference in terms of cross-cultural awareness and cultural learning experience between the 1st year EFL students and the 4th year EFL students should be obvious since the 1st year EFL students are those who have just entered a foreign studies university in China while the 4th year EFL students have been studying English language and culture formally and intensively for more than three years in the same university. Although the native speakers of English in this investigation are British/American students studying Chinese language and British/American teachers of English in Chinese universities, their cultural identities should not have been changed due to their cultural experience in China.

3.2.2.2. The Dependent Variables

The dependent variable, the degree of preference for the inductive pattern in

written discourse was measured by three tasks in a questionnaire requiring the informants' responses on a set of rating scales and selection of choices. The three kinds of tasks focussed on an investigation of the difference in degrees of preference between the three types of informants from different perspectives.

3.2.2.3. Definition of Terms

EFL Students

In language learning research, a distinction is often made between foreign and second language learning, e.g., English as a foreign language (EFL) vs. English as a second language (ESL). According to a brief definition given by Littlewood (1984:2-3), a second language refers to one which "has social functions within the community where it is learnt (e.g., as a lingua franca or as the language of another social group), whereas a foreign language is learnt primarily for context outside one's own community. In the Chinese cultural context, the term EFL learner may be used generally to refer to students of English of all kinds of programmes or learning experience. In the present study, the term is used to refer to Chinese students majoring in English in part time or full time English courses offered by the Department of English of a Chinese university. When there is a need to make a distinction between different kinds of students, it is further specified.

Native Speakers of English.

Although the term native speakers of English/native English speakers (NES) can be used to refer to speakers of English of different countries who use English as a first language, NES is used to refer to native speakers of English from Britain/USA for the convenience of reference. If it is used to refer to native speakers of other cultural backgrounds, it is further specified.

Western Cultural Context

For the convenience of reference, the terms *West, Western, Westerner* in this dissertation are used refer to the *British/American* unless they are specified.

The Inductive Pattern

Although the inductive pattern as the focus of the present study has been defined and illustrated in Section 3.1. of this chapter, it is often necessary to refer to the deductive pattern as a contrast which can help demonstrate and clarify what an inductive pattern is. Therefore, one of the basic methods in investigating the attitudes of the informants towards the inductive pattern is to present a contrasting pair for the inductive vs. deductive patterns.

Discourse Pattern

Discourse pattern is a basic term used to refer to the structure of essays/compositions in this study. Although many discourse analysts specifically focus on spoken language or talk, written text is also included in the concept of discourse (van Dijk, 1997, 2-3). Language use is not limited to spoken language, but also involves written language, communication and interaction, as is the case when we read our daily newspaper, our textbooks, our mail, or the myriad of different text types that have to do with our academic or other work. Since there are many similarities between the ways people speak and write when using language to communicate their ideas, and the present study focuses on the thinking patterns and the ways of organizing ideas of different cultures in using language for communication, the use of the term discourse pattern in this context may be considered appropriate for the restricted purposes of the present study.

Essay & Composition

Although the terms **essay** and **composition** may be used interchangeably in

certain contexts, they may have different connotations. However, for convenience of reference, both terms are used to refer to the Chinese EFL students' writing assignments collected for this study. Where there is a need to make a distinction between the two terms, it is further specified.

3.2.3. The Questionnaire

The description and classification of different categories of paragraph structures and essay structures in the qualitative analysis of the students' essays presented an overall picture of the Chinese students' stylistic preference in actual writing assignments. This provided the design of the questionnaire with a solid basis and enabled us to pinpoint the key issues in the investigation to meet our purposes. As a result, we decided on three tasks in a questionnaire to correspond with the three hypotheses of the study. The design of the questionnaire basically follows the methodology, with modifications and improvements, reported in Elaine Degenhart & Sauli Takala's (1988: 79-108) cross-cultural pilot study for developing a rating method for stylistic preference, which developed a set of rating scales for studying cultural/national preferences in patterns of written communication.

Since the results of the investigation had to be coded, calculated and analyzed by Statistical Packages for Social Sciences (SPSS) in order to test the hypotheses, the rating scales (as reported in Elaine Degenhart & Sauli Takala's study) adopted in the questionnaire were modified considerably to meet the needs of the research. In this investigation, there are actually two versions of the questionnaire, one for Chinese students and the other for native speakers of English. The only difference between the two versions is that the one for Chinese students supplied a Chinese translation for the instructions section in order to avoid lack of comprehension due to the relatively lower English proficiency level of the 1st year students, and to allow the Chinese students to be more efficient in doing the tasks. All the other parts of the questionnaire remain in the same format. The following is a description of the tasks set in the questionnaire. Please refer to *Appendix 2* to see the original Questionnaire used in the

investigation.

3.2.3.1. Task I

The purpose of Task I in the questionnaire was to study the informant's approaches to writing, especially in relation to the notion of preferred patterns in writing. It was designed to correspond with the first sub-hypothesis: "*EFL students of Chinese cultural background will have a higher degree of preference for the inductive style than Native Speakers of English, in a set of rating scales requiring opinions for different styles in writing an English essay.*" For this purpose a bipolar five-point scale was used, each scale with 5 pairs of short sentences representing one of the stylistic dimensions of the inductive/deductive pattern. The informants were given a hypothetical essay topic, "the advantages or disadvantages of living with one's own parents" on which to give their opinions. Actually, the topic is the same as that of the writing task of an earlier examination in which the essay data were collected for the present study. However, it was still a hypothetical essay topic for the informants of the investigation since they did not participate in the examination and had not read the essays when they were required to do Task I.

In order to minimize the time spent for answering the questionnaire, which is an important factor with regard to informants' cooperation, only five pairs of short sentences were chosen to capture the basic dimensions of the inductive/deductive styles in essay writing though the inductive/deductive structure in essays may involve other aspects. See the instruction and the questions in Task I below.

Task I.

People have different ideas as to what good writing is. We would like to consult you on what a good composition is. In order to make it easier for you to give your opinion, we would like you to imagine that you have been asked to write a composition on ***"the advantages/disadvantages of living with one's own parents"***. You do not have to write the composition, but just give your opinion of what a good composition on this topic would be like. Below are five scales showing different opinions. Please give your opinion by placing an **X** in the space that indicates what you think a good composition on the above topic would be like.

(Please turn to next page for the questionnaire for Task I.)

1.

To follow the way people talk in conversation so as to persuade people.（以日常谈话的方式去说服人）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	To write in a strictly organized sequence so as to convince people.（严格按一定的写作顺序以使使人信服）
	____	____	____	____	____	

2.

The best result would be achieved through expressing one's personal feelings.（通过表达个人情感以取得最佳效果）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	The best result would be achieved through direct reasoning.（通过直接推理以取得最佳效果）
	____	____	____	____	____	

3.

The ideas are better presented with reference to other similar ideas.（表达思想时最好能旁引其他相关内容）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	The ideas should focus on only one subject.（表达思想时应当只集中围绕一个主题）
	____	____	____	____	____	

4.

The best way is to use individual facts or ideas to reach a generalization.（最佳的写作方法是用个别的事实和想法去得出一般的结论）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	The best way is to use general rules to form judgement about particular facts.（最佳的写作方法是用一般的规律对个别的事实进行判断）
	____	____	____	____	____	

5.

It seems more natural to begin with illustration/ examples leading to a conclusion.（先举例后得出结论显得更为自然）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	It seems more natural to start with a statement followed by illustration/ examples.（先陈述一个观点后举例加以说明显得更为自然）
	____	____	____	____	____	

3.2.3.2. Task II

Task II was designed to correspond to the second hypothesis: *"EFL students of Chinese cultural background will give higher scores than Native Speakers of English to essays with inductive structures, in an evaluation of essays with different types discourse structures."* The informants were asked to evaluate the three different types of essay structures identified in the qualitative analysis. Six essays were selected to represent the three types of structures which are arranged in jumbled order in the questionnaire and the informants were kept unaware of the real purposes of the investigation. Since the purpose of the evaluation was not on the use of language, the spelling and grammatical errors of each essay were checked and rewritten in order to guarantee the grammatical accuracy of the essays and to minimize the effects of the differences in language proficiency between the essays. The writer's original message in the essay was maintained. The informants were then required to evaluate the six compositions from 8 different aspects based on their judgement of the essay after the first reading. Among the eight aspects only six aspects were intended to refer to the attributes of a good composition while the other two scales were used as distracters. The scores of these six aspects were later included in the statistical analysis. The six expressions used to refer to these aspects were: *Should Receive a High Grade, Ideas are Skillfully Presented, Tightly Organized, Concise and Focused, Logically Connected,* and *Persuasive.* The other two aspects included as distracters, i.e., *Using Personal Feelings* and *Recommended Way of Writing*, belong to different descriptive categories and were measured in the other tasks of the questionnaire. Following are the Instructions for Task II and one sample composition as used in the evaluation.

Task II.

In the following, you will read six compositions on the topic "***the advantages/disadvantages of living with one's own parents***." We would like you to give your opinion as to how well the writer expresses his/her ideas. Since there are no right or wrong answers to the above topic, you do not have to evaluate the ideas presented in the compositions. Please pay special attention to the ways the authors express their ideas and the skills in presenting arguments. You do not have to pay attention to the grammatical aspect of the compositions either. Below is a list of words or phrases that may be used to describe the quality of the compositions. After each word or phrase is a scale with which you can indicate the extent to which you agree with it. Please put an X in the appropriate space that indicates your opinion.

(Please turn to next page for the sample of Task II.)

Composition A

The Advantages of Living with One's Own Parents

In 1992, I married my husband who worked in a Sino-foreign joint-venture company. He was busy at his job. For consideration to help him I moved to live with him at the factory dormitory. However, we got complaints from my husband's parents, who are both retired cadres. They asked us why we didn't like to live with them for they have an apartment with 4 bedrooms and 2 sitting rooms. Only two of them lived in the apartment. So they hoped that we could live with them.

Actually, I really hoped to live with them for we had got married not long before and we needed to improve the relationship between the parents and ourselves. As we hope the next generation will follow our example, we thought we should live with my parents-in-law in order to help them do the housework and to share their happiness and bitterness. Doing so will express our respect to them. Based on such an idea, we moved to live with my parents-in-law. I still remembered the day when we moved. How happy they were!

Now, we have a two-year old son. My parents-in-law help take care of him. They like their grandson very much, and the whole family, old and young are very happy. I think, these are the advantages of living with one's own parents. So I prefer to live with my parents-in-law. (211) (0109)

Composition A	Closest to this quality				Least close to this quality
Should receive a high grade (应得高分)	__5__	__4__	__3__	__2__	__1__
Ideas are skillfully presented (表达思想很有技巧)	__5__	__4__	__3__	__2__	__1__
Tightly organized (组织结构严谨)	__5__	__4__	__3__	__2__	__1__
Concise and focused (简明、集中)	__5__	__4__	__3__	__2__	__1__
Logically connected (逻辑性强)	__5__	__4__	__3__	__2__	__1__
Using personal feelings (善用个人情感)	__5__	__4__	__3__	__2__	__1__
Persuasive (使人信服)	__5__	__4__	__3__	__2__	__1__
Recommended way of writing (平常的写作方法)	__5__	__4__	__3__	__2__	__1__

3.2.3.3. Task III

Task III asked the informants to report their choices of different structures that they would follow in writing an essay. It was intended to find out their attitudes towards inductive vs. deductive patterns. Therefore, four pairs of essays were used, with two pairs comparing the inductive/deductive patterns and the other two pairs comparing inductive and deductive paragraph structures. All the essays in Task III were the same essays as used in the previous task and each essay was provided with an analytical framework for the informants' reference. This was intended to direct the informants' attention towards the overall patterns of the essays. Since Task III focused on the preference of the general pattern of an essay, the rationale for choosing the same essays was to allow the informants to save time from reading the essays so that they would go straight into making a choice between the structures. Following is the Instructions Section for Task III. Refer to *Appendix 2* for the pairs of essays used in the questionnaire.

Task III.

You will see that the six compositions you have just read are arranged into four pairs in the following:

COMPOSITION A & COMPOSITION B;
COMPOSITION B & COMPOSITION C;
COMPOSITION D & COMPOSITION F;
COMPOSITION E & COMPOSITION F.

In each of the pairs, the structures of the compositions are different from each other. These structures are normally used in this kind of composition but people have their own preferences in structuring their arguments. We would like to know the kind of structures you would prefer if you were to write a composition like this. The structural analysis on the left side of each composition is just for your reference. Please make a comparison between each pair and make a choice by answering the question after each pair of compositions.

3.2.4. The Pilot Study

After the design was completed, the questionnaire was pilot-tested among 50 3rd-year English majors. The reason for choosing the 3rd-year students is that they did not participate in the formal investigation. Since the investigation was carried out among Chinese students of the same university, this guaranteed that the 1st and 4th–year students chosen as informants to the investigation did not have any knowledge of the questionnaire in advance. It appeared that the questionnaire worked very well with the preliminary results corresponding to the hypotheses. As a result, some minor changes were made to the wording of the instructions and questions for improvement while the basic format of the questionnaire remained unchanged. Since the purpose of the pilot-test was to improve the questionnaire, the scores obtained from the tasks are not included in the final statistical analysis.

3.2.5. The Informants

In the investigation, 50 1st–year English majors and 50 4th-year English majors attending Guangdong University of Foreign Studies were chosen as Group 1 and Group 2 informants respectively, as users of English with Chinese cultural background. 50 British/American teachers of English in Guangdong University of Foreign Studies and British/American students studying Chinese in Beijing Foreign Studies University and Beijing Language and Culture University were chosen to represent Native Speakers of English in Group 3.

The criteria for selecting informants from Chinese EFL students is outlined below. It was considered appropriate to select the first-year English majors to represent EFL students at the pre-intermediate learning stage since they had entered the university just a few weeks before the investigation. However, they were all top students from high schools as they had passed the national Matriculation English Test with high scores. This guaranteed that they would have the competence to read and evaluate the compositions in the questionnaire according to their own judgements. As the

instructions for the tasks in the questionnaire might appear more complicated for them, they were aided with a Chinese translation of the version of the questionnaire that they read. This was to guarantee that they were able to answer the questionnaire without difficulties, in following the instructions, since the investigation was aimed at finding out the differences in thinking patterns and stylistic preference rather than being concerned with language use. For the 4th–year students, the tasks appeared simple for them since they had formally studied English courses in the university for more than three years.

As to the Native Speakers of English, we chose native English teachers and students from different universities as it was not possible to find such a large number of native speakers in any one university. The reason for choosing native speakers teaching or studying in universities was that it would be easier to control the educational background of the informants. Since the questionnaire aims at cultural information and both the teachers and students are mature native speakers of English having similar cultural backgrounds and experience, it is assumed that the difference between them as teachers and students is insignificant in the present study.

3.2.6. Data Collecting Procedures

The investigation was carried out in September 1999 in Guangzhou and in October 1999 in Beijing. In the investigation among the Chinese EFL students, the students were given the questionnaires in class and required to answer the questions according to the instructions given for the tasks. The time for answering the questionnaire was controlled in order to reflect the "first impression" of the students. The actual time spent in answering the questionnaire for both groups of students was about 30 minutes. Since necessary distracters were also provided in the rating procedure and they were not aware that other groups of students and native English speakers were also answering the questionnaire, the purpose of the study was concealed from the informants.

With regard to the native speakers of English, it was not possible to gather them

together to answer the questionnaire en masse. Each of the informants was therefore given a questionnaire sealed in an envelope as a take-home exercise. They were required to return the questionnaire as soon as possible. Though we were not able to control their time for answering the questionnaire, we stated clearly at the beginning of the questionnaire that the tasks would take only about 20 minutes as a hint that they could do it as quickly as possible. For native speakers of English, the tasks in the questionnaire were easy and most people reported that they completed the questionnaire in around thirty minutes.

3.2.7. Statistical Analysis

The rating scales and choices to questions were coded and the scores were entered into Excel files which were later transformed into readable data for statistical analysis by SPSS. (See *Appendix 2.1, Appendix 2.2. & Appendix 2.3.* for the coding of the three types of data). Since the three different tasks involved different types of data requiring different methods in statistical tests, the statistical analysis of the three tasks is discussed separately in the following sections.

3.2.7.1. Task I: What Makes a Good Essay

Task I is a set of 5 bipolar five-point scales, each representing one of the stylistic dimensions of the inductive/deductive pattern. The coding of the data, to assign values to each of the scales, was turned into an interval scale with "5" representing the left end and "1" representing the right end. Thus, a higher score means a higher degree of preference for the inductive style and vice versa. The scores from the interval scale were then processed for further statistical analysis. Since the 5 pairs of short sentences actually represent five different stylistic dimensions, it seemed more appropriate to treat each of the questions as a separate variable in the statistical analysis. Therefore, five statistical tests of one-way ANOVA were run to compare the means of the three groups on five separate variables, enabling us to examine the difference between the

means of the five scales and decide whether the differences were likely to have happened by chance or by treatment effect. (cf. Hatch & Farhady, 1982:128-130; Leedy, 1980:35-36, 141, 164; Seliger & Shohamy, 1989:232-235 ; Gui Shichun & Ning Chunyan, 1997:354-355; Lu, Wendai et al. 1997:217-237)

The one-way ANOVA test is a way of investigating the relationship between one dependent variable and one independent variable with more than two levels. In our case, the responses from the three groups of informants represented three different levels of cultural experience. The scores from the rating scale for question one in the following are an example of the arrangement of the data. The 150 scores from the three groups of informants were later arranged in a format readable for the one-way ANOVA test in *SPSS 8.0. for Windows* for comparing the means. (See Chapter 4 for the results and Appendix 2.1.1. – 2.1.5. for further details of the statistical analysis).

Question 1: Conversational Style vs. Strictly Organized Sequence

Students: Year1 (Group 1)
N=50
Question 1

D+	P+	UN	P-	D-
	4			4
5				5
			2	2
			1	1
			2	2
	4			4
5				5
5				5
	4			4
	4			4
		3		3
	4			4
5				5
	4			4
	4			4
	4			4
	4			4

Students: Year4 (Group 2)
N= 50
Question 1

D+	P+	UN	P-	D-
	4			4
			2	2
				1	1
			2	2
			2	2
	4			4
	4			4
			2	2
	4			4
	4			4
5				5
		3		3
	4			4
			1	1
	4			4
	4			4

Native Speakers (Group3)
N=50
Question 1

D+	P+	UN	P-	D-
		3		3
			2	2
5				5
	4			4
				1	1
	4			4
				1	1
				1	1
			2	2
	4			4
5				5
			1	1
			2	2
			2	2
				1	1
				1	1
			2	2

			2		2					2		2					2			2
	4				4			4				4							1	1
	4				4				3			3			4					4
	4				4						1	1							1	1
	4				4				3			3			4					4
		3			3				3			3					2			2
			2		2					2		2					2			2
	4				4			4				4					2			2
5					5			4				4			4					4
	4				4						1	1					2			2
5					5			4				4							1	1
5					5			4				4							1	1
5					5			4				4							1	1
	4				4			4				4							1	1
5					5			4				4							1	1
		3			3				3			3					2			2
	4				4		5					5					2			2
	4				4						1	1				3				3
		3			3					2		2					2			2
	4				4					2		2							1	1
5					5				3			3					2			2
	4				4						1	1							1	1
5					5						1	1							1	1
			2		2		5					5					2			2
	4				4				3			3							1	1
5					5			4				4		5						5
		3			3						1	1							1	1
5					5			4				4			4					4
5					5			4				4							1	1
	4				4						1	1					2			2
			2		2				3			3					2			2
		3			3				3			3							1	1
	4				4					2		2					2			2
70	92	18	12	1	**193**		15	76	27	20	9	**147**		15	28	6	36	20	**105**	

Total Scores	193	147	105
Mean Scores	3.86	2.94	2.10

Notes: D+ = Definitely like this (left hand side);

P+ = Probably like this (left hand side)

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Un = Uncertain

P- = Definitely like this (right hand side);

D- = Probably like this (right hand side)

3.2.7.2. Task II: Evaluation of the Students' Essays

The purpose of task II was to ask the three groups of informants to evaluate six essays representing three types of essay structures in order to find out their preferences with regard to different structural patterns. The grammatical errors of the essays were checked and corrected in order to minimize the effects of the accuracy of language use, (so as to allow the informants to focus on the stylistic differences rather than on language use), and two essays were chosen to represent one type of essay structure to further minimize the language proficiency effect. Under each essay, we set eight unipolar rating scales with two scales used as distracters. Thus, the scores of the six scales reveal the impression of the informants from six different aspects relating to the evaluation of the essay. Actually, each of the scales can be treated as a single independent factor in measurement. Since we chose two essays to represent one essay structure, there were altogether 12 (2x6) measures between 3 groups for one single essay structure. To tackle this type of data, the repeated measurement design was adopted in the statistical tests of this task. (cf. Gui Shichun & Ning Chunyan, 1997:356; Lu, Wendai et al. 1997: 217, 290-292). The advantage of the repeated measurement design in measuring the 12 factors related to the evaluation of one single essay structure between the three groups is that it can provide a solid basis for the claims regarding the significance of the data. However, there is also a risk that it may even out the differences between the variables. The following is an example of the data for the Essays with Inductive Structure, which was further arranged into readable format (3 groups x 12 factors) for the test of repeated measures in *SPSS 8.0. for Windows* (See Chapter 4 for the statistical results and Appendix 2.2.1-2.2.3. for further details of the statistical analysis).

Compositions with Inductive Structure

Students Year 1 N=50													Students Year 4 N=50												Native Speakers N=50											
Composition A						Composition E							Composition A						Composition E						Composition A						Composition E					
S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P
3	2	3	3	3	4	4	3	4	2	4	4	3	3	2	4	2	2	3	3	3	2	3	2	3	3	2	3	4	2	2	2	3	3	4	3
4	4	5	5	4	4	5	3	4	4	2	3	3	4	3	3	3	3	3	3	3	3	3	3	4	5	5	5	5	3	3	4	5	5	5	2
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163	135	155	160	133	151	170	170	162	156	149	159	142	138	139	136	129	134	144	146	139	137	138	136	149	148	147	160	160	141	132	133	128	130	135	127

Notes:

S -- *Should Receive a High Grade*

I -- *Ideas are Skillfully Presented*

T -- *Tightly Organized*

C -- *Concise and Focused*

L -- *Logically Connected*

P -- *Persuasive*

3.2.7.3. Task III: Comparison of the Preference of Different Structural Types

Task III required the informants to make a choice between the inductive vs. deductive structures in writing an essay. The data obtained in this task were nominal since the informants made only one choice between two. The results were calculated in terms of frequency counts rather than scores. Therefore, the Chi-square tests were used in this task. The following is an example of the data arrangement for Chi-square tests in SPSS 8.0. (cf. Hatch & Farhady, 1982:165-170; Gui Shichun & Ning Chunyan, 1997:340-343; Lu, Wendai et al. 1997: 469-472;). (See Chapter 4 for results and

Appendix 2.3.1-2.3.2 for further details of the statistical analysis.)

The Preference of Inductive Structure vs. Deductive Structure

Patterns	Groups	Frequency
1.00	1.00	40.00
1.00	2.00	19.00
1.00	3.00	17.00
2.00	1.00	60.00
2.00	2.00	81.00
2.00	3.00	83.00

3.3. The Significance of the Study

The purpose of the present study is two-fold. It is intended to address the issue of Chinese vs. Western differences in the preference for inductive vs. deductive patterns in discourse. Some previous studies in this area have been either too strong in claims suggesting that the Chinese are inductive and Westerners are deductive in discourse, or else too weak in their data to support any conclusions regarding this issue. It is assumed that the inductive vs. deductive preference between Chinese and Western discourse is an issue of relativity and a model of markedness may serve as a better explanatory model for a more adequate explanation of the differences in discourse patterns across cultures. The study therefore aimed to develop an explanatory model of markedness for intercultural discourse patterns .

Qualitative and quantitative analysis incorporating methods of data-based research into the study of intercultural discourse is relatively new in the research literature. It is intended that the methods of gathering and analyzing data in this study might be developed into a set of methodologies for further research in this area. In this sense, the present study will hopefully not only contribute to the development of an explanatory model, but also to the development of research methods in intercultural communication studies more generally.

Chapter 4

The Results

Chapter 4

The Results

4. Introduction

The qualitative and quantitative aspects of the present study yielded two major types of results: a typology of paragraph and essay structures for the collection of 363 essays written by Chinese EFL students, and a set of data and statistical results to test the three hypotheses of the investigation, based on a questionnaire answered by three groups of informants representing users of English with different cultural backgrounds and different levels of cross-cultural awareness. The results of the analysis and statistical tests are presented in separate sections as follows.

4.1 Results of the Qualitative Analysis

The purpose of the qualitative study is to analyze the structure of each paragraph and to work out a typology for the structures of the Chinese EFL students' essays analyzed in the study. This has been done through an analysis and description of each of the essays according to the analytical framework set up for the research. As a result, three types of essay structure have been identified, i.e., (1) *Essay with Inductive Structure*, (2) *Essay of Deductive Frame with Inductive Paragraphs*, (3) *Essay with Deductive Structure*. **Appendix 1**. *Description of the Structural Types of the Essays* records the details of the analysis including the paragraph and essay structures of the 363 essays (Refer to **Appendix 1** for further details). The classification of the essays according to the typology and the frequency counts of the three structural types of essay is presented in the following summary table. (See Table 1 below).

Table 1

Summary of the Structural Types of the Essays

Essay Types	Number	Percentage
IND	115	31.68%
DIP	80	22.04%
DED	168	46.28%
Total	**363**	**100%**

Notes:

IND = Essay with Inductive Structure

DIP = Essay of Deductive Frame with Inductive Paragraphs

DED = Essay with Deductive Structure

Table 1 is a summary of the structural types of the essays identified in the qualitative analysis. The table appears simplistic. However, it is actually based on an analysis of each paragraph of the 363 essays and the description of each essay according to the analytical framework and procedures as described in Chapter 3. The results of such an enormous amount of analytical work are revealed in the appendixes at the end of this dissertation. For example, **Appendix 1.** *Description of the Structural Types of the Essays* provides the details of the paragraph structure of each essay. **Appendix 1.2.** *Samples of Essays in Inductive Structures*, **Appendix 1.3.** *Samples of Essays with Inductive Paragraph Structures,* and **Appendix 1.4.** *Samples of Essays in Deductive Structures* are intended as illustrations to demonstrate the process of the analysis and the description of the essays. In order to limit the space which would otherwise be required if all the essays were included in the appendixes, only a few of the essays have been chosen to represent the three types of essays. The corpus of the

363 original compositions is filed and kept for any further reference or inquiry. **Appendix 3.** shows *A Sample Copy of the Original Essays* in the data files.

The summary of the qualitative analysis reveals the major patterns of Chinese EFL students' written discourse. This tends to support the assumption that Chinese EFL students have a relatively high degree of preference for the inductive structure in writing English essays which are normally written in the deductive way by native speakers of English. For instance, if we consider the *Essay with Inductive Structure* and *Essay of Deductive Frame with Inductive Paragraphs* as two degrees of inductiveness in students' discourse patterns, the results in **Table 1** show that over half of the students (53.72%) used the inductive structure in their writing assignment. The reason for including the essays with inductive paragraph structures as a sub-type of the inductive pattern in written discourse is that the paragraph has been considered a basic unit in the study of discourse patterns, as in Kaplan's studies (1966, 1987, 1988) which focussed on the paragraph development of ESL students of different cultural backgrounds. Since the identification of this type of essay in our study is based on the structure of the major demonstrative paragraphs in an essay, it is therefore considered that this type of essay is an important category for exploring the preference of inductive vs. deductive patterns in discourse.

A further assumption is that if British/American students are required to write an essay on the same topic, there will be a much lower percentage of inductive structures in their essays. Since there are difficulties in conducting such an experiment with a large number of British/American students in China, we had to compensate this by an investigation seeking the responses and reports from native speakers of English in China. Therefore, the purpose of the investigation is two-fold: to find out the preference for the inductive/deductive pattern of native speakers of English as evidence to support the findings of the qualitative analysis of the present study and to compare the attitudes of the Chinese EFL students and native speakers of English so as to test a series of hypotheses on inductive/deductive preferences in discourse. In this sense, the investigation based on quantitative research methods can be considered a natural extension of the qualitative analysis of the study. The following is a report of

the results with regard to the quantitative aspect of the research.

4.2. Results of the Quantitative Study: The Investigation

The investigation based on the questionnaire yielded three types of data to test the three hypotheses. Due to the differences in the designs of the three tasks in the questionnaire and the nature of the resultant data, different statistical tests were adopted in the quantitative analysis. For example, the scores of the bipolar scales for Task I have been turned into interval scores and tested by one-way ANOVA and the scores of the 6 unipolar scales for each essay in Task II have been tested by the repeated measurement design. Since the data from Task III are nominal, the Chi-square tests have been adopted in the analysis. (See Chapter 3 for detailed discussion of the statistical instruments used in the study). The results of the three types of statistical analysis are presented in three separate sections below: **4.2.1.** *Opinions on What Makes a Good Essay,* **4.2.2.** *Evaluation of the Students' Essays* and **4.2.3.** *Comparison of the Preference of Different Structural Types.*

4.2.1. Task I: Opinions on What Makes a Good Essay

This section reports the statistical results of Task I which was designed to test the hypothesis that "*EFL students of Chinese cultural background will have a higher degree of preference for the inductive style than Native Speakers of English, in a set of rating scales requiring opinions for different styles in writing an English essay*". In the design of this task the hypothesis is realized by 5 questions as five aspects of the preference for inductive/deductive style. Due to the limited space in the questionnaire, only five aspects were chosen to cover the major issues of the inductive/deductive argument in our study. Although each of the five aspects is closely related to the hypothesis on stylistic preference, they were treated as five separate factors as it appeared inappropriate to lump the five sets of scores together to produce one general average score for each group. The separate treatment of each of the questions may

also enable us to have an in-depth analysis of each of the aspects and a better understanding of the questions involved. The following presentation starts with a general table (Table 2) summarizing the results of the five questions followed by the statistical results for each of the questions in tables and figures in five separate sections, with a summary to generalize the significance of the statistical tests to the hypothesis. See Table 2 below:

Table 2

Summary of the Opinions on What Makes a Good Composition

	Question 1		Question 2		Question 3		Question 4		Question 5	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
EFL Students (Year1)	193	3.86**	171	3.42**	184	3.68	162	3.24	142	2.84
EFL Students (Year 4)	147	2.94**	151	3.02**	157	3.14	142	2.84	133	2.66
English Native Speakers	105	2.10**	130	2.60**	165	3.30	168	3.36	127	2.54

The total scores from the bipolar five-point rating scales and the mean scores of each question for the three groups are given in the table. In the rating scale, point "5" indicates the "inductive" end and point "1" for the "deductive" end. This means that a higher mean score suggests a higher degree of preference for the "inductive" style and vice versa. The ** sign after the mean scores refers to the significant level of the statistical test at $P<0.01$ level. Although the other mean scores seem not to be highly significant, they do show some tendencies and will be further explained in the respective sections.

4.2.1.1. Question 1: Using Conversational Style vs. a Strictly Organized Sequence

Question 1 is intended to find out if there are differences in the preference of the styles in writing an essay. The results of the statistical test (ANOVA) show that the differences between the three groups of informants are highly significant ($P<0.001$, see Appendix 2.1.1.for details of the statistical test). A higher mean score in this context reveals a higher degree of preference towards using the conversational style. Therefore, it appears that Chinese EFL students tend to use a conversational style in writing the essay while native speakers of English would probably write the essay in a strictly organized sequence. With cultural learning experience as a moderator variable, advanced Chinese EFL students are also included in the investigation to represent EFL students with a higher level of cross-cultural awareness. The results show a strong tendency whereby the stylistic preference of advanced EFL learners is gradually moving closer to that of the native speakers of English as a result of the process of approximation towards the target language culture. See Table 2.1. for the details of the mean scores and Figure 2.1. intended as a graphic presentation of the results below. (Also see Appendix 2.1. for the original data).

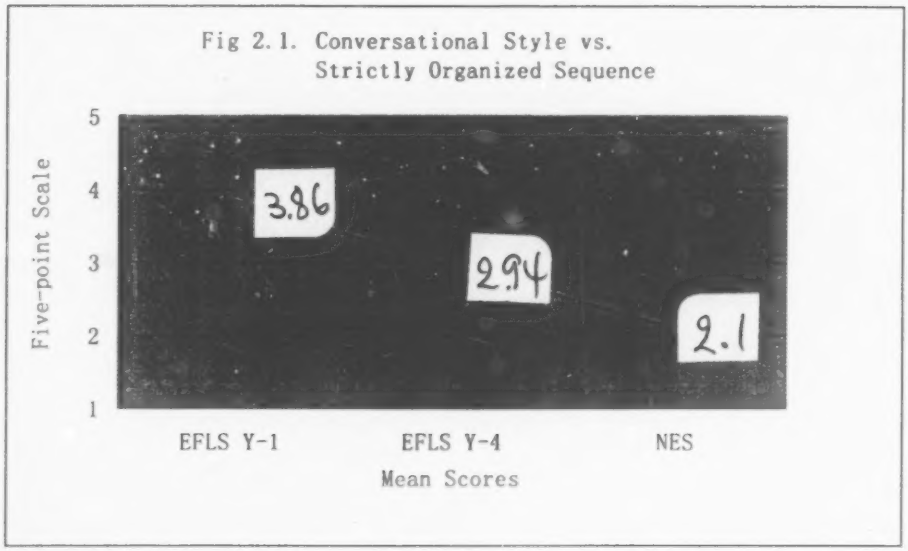
Table 2.1.

Question 1:
Using Conversational Style
Vs. a Strictly Organized Sequence

	EFL Students (Year 1)	EFL Students (Year 4)	Native Speakers of English
Mean Scores	3.86	2.94	2.10

P = 0.000 (see Appendix 2.1.1.)

Figure 2.1.



4.2.1.2. Question 2: Expression of Personal Feeling Vs. Direct Reasoning

Question 2 of Task I in the questionnaire required the informants' opinions on whether the best result of an essay would be achieved through expressing one's personal feelings or through direct reasoning. The statistical test of the mean score differences shows that Chinese EFL students and native speakers of English do have significant variations over the different ways in achieving the effects of an essay ($p<0.01$, see Appendix 2.1.2.for details of the statistical test). The design of this question was intended to use covert wordings to form two opposite ends of indirect vs. direct reasoning in the scale. Therefore, the phrase *"Expression of Personal Feelings"* was used in contrast to the "*Direct Reasoning*" end of the bipolar scale. It was felt that if the informants decided not to choose the direct reasoning end but rather selected the other end of the scale, they could be seen to have a preference for the indirect discourse strategy. Thus, the result shows that Chinese EFL students do have a higher degree of preference for the expression of personal feelings. This tends to show that

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they may prefer the inductive discourse strategy, the style of which is also reflected in the Chinese students' essays. The preference of the native speakers of English for direct reasoning is an indication of their preference for the deductive strategy required in English written discourse. There is again a strong tendency for the views of the advanced Chinese EFL learners to gradually approximate towards those of the native speakers of English. Table 2.2. & Figure 2.2. below is a presentation of the results for Question 2. (Also see Appendix 2.1. for the original data).

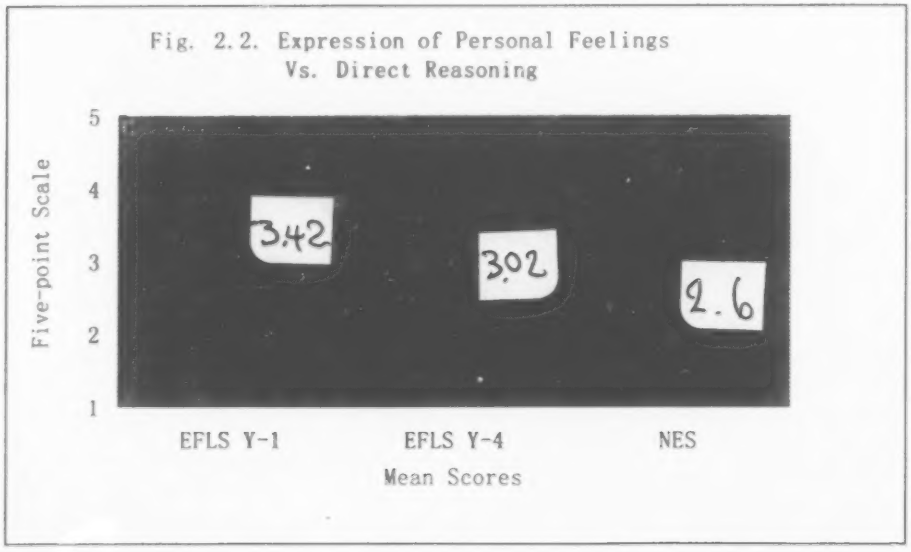
Table 2.2.

Question 2:
Expression of Personal Feeling
Vs. Direct Reasoning

	EFL Students (Year 1)	EFL Students (Year 4)	Native Speakers of English
Mean Scores	3.42	3.02	2.60

P = 0.009 (see Appendix 2.1.2.)

Figure 2.2.



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4.2.1.3. Question 3: Reference to Other Ideas vs. Focus on One Subject

Question 3 focused on the informants' opinions on the presentation of ideas in writing the essay. The contrast here is between reference to other ideas vs. focus on one subject. In the research literature, it has been reported that Chinese students tend to refer to various kinds of ideas in presenting an argument, which may appear to be irrelevant in written discourse in English. Although broad reference is considered a good strategy in Chinese discourse (as is revealed in the set expression "quote copiously and broadly to support one's thesis" [pangzhengboyin 旁征博引]), it is also considered good writing to concentrate on one thesis. Therefore, the question here on the preference over the reference to **other similar ideas** and focus on **only one subject** may not be able to invoke highly contrastive views between Chinese EFL students and native speakers of English in a questionnaire, though Chinese EFL students do have the tendency to include "irrelevant" ideas in written discourse in practice, as has often been reported in the research literature (see Chapter 4 for further discussion). The results for this question are not highly significant (P=0.128) though the 1st year English majors do give higher scores to this scale than 4th year English majors and native speakers of English. (Please see Table 2.3. and Figure 2.3. below.)

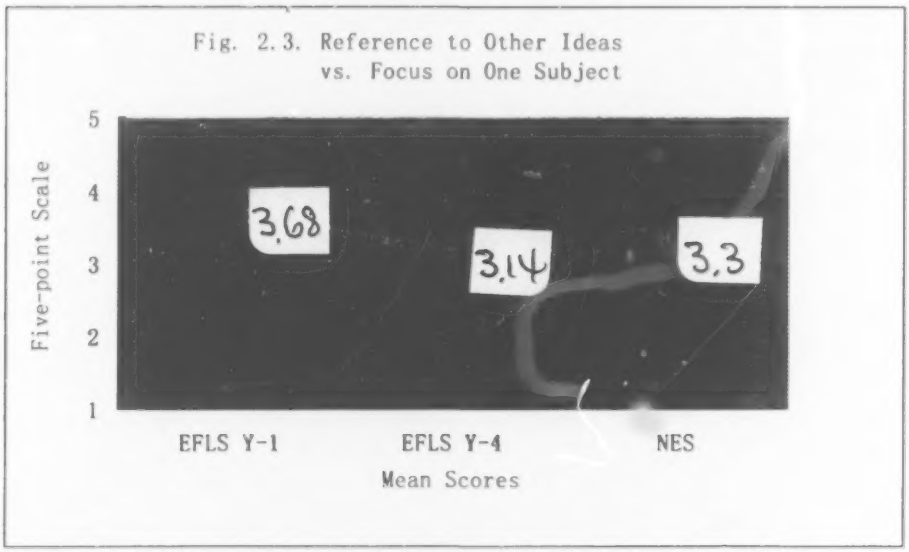
Table 2.3.

Question 3:
Reference to Other Ideas
Vs. Focus on One Subject

	EFL Students (Year 1)	EFL Students (Year 4)	Native Speakers of English
Mean Scores	3.68	3.14	3.30

P = 0.128 (See Appendix 2.1.3.)

Figure 2.3.



4.2.1.4. Question 4: Specific to General vs. General to Specific

Question 4 asked the informants to rate their preference on the two different ways in the process of generalization in discourse. It seems that both are acceptable ways in Chinese and Western cultural contexts since the results show that there is no

difference between the Chinese and the English informants in their responses to the rating scale (P>0.05). However, as English courses in Chinese schools normally put an emphasis on teaching the knowledge of writing English composition in a deductive way, students should be fully aware of the "English style" in written discourse. Since this question is particularly related to this kind of metaknowledge, it is speculated that Chinese students may respond to this question according to their knowledge of an English essay rather than through recalling their experience in actual writing due to the effect of formal teaching of the metaknowledge. Although the mean scores of the three groups for the questions are not significantly different from each other (P=0.093), there appears to be a reverse trend showing that native speakers have the highest mean score and the advanced Chinese EFL students have the lowest mean score. Though the scores seem to pull around the middle of the scale, the reverse trend appears to suggest an overgeneralization effect in the use of the meta-knowledge among Chinese EFL students in their responses to the scale. This is further discussed in Chapter 4. (See Appendix 2.1.4. for details of the statistical test and Appendix 2.1. for the original data). (Please see Table 2.4. and Figure 2.4. on the following page)

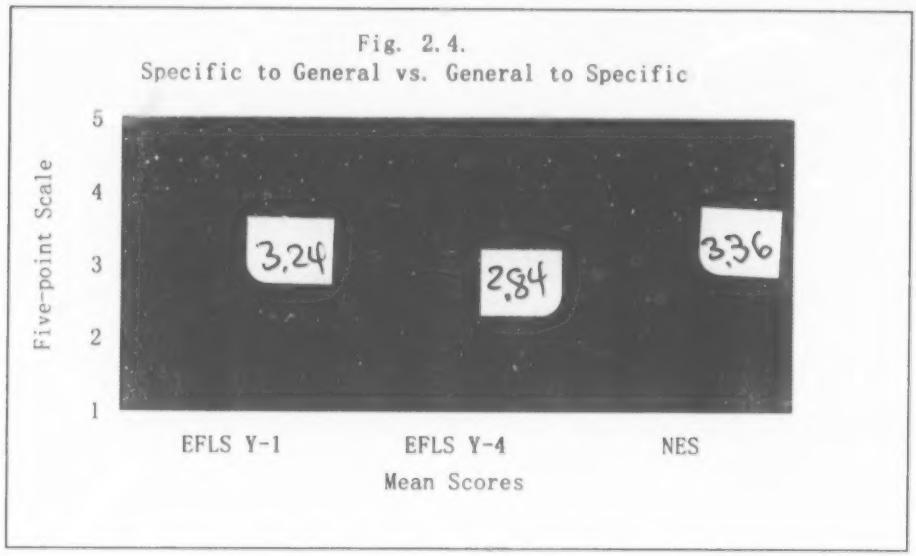
Table 2.4.

Question 4:
Specific to General
Vs. General to Specific

	EFL Students (Year 1)	EFL Students (Year 4)	Native Speakers of English
Mean Scores	3.24	2.84	3.36

P = 0.093 (See Appendix 2.1.4.)

Figure. 2.4.



4.2.1.5. Question 5: Examples Prior to Thesis vs. Thesis Followed by Illustration

Question 5 concerns the naturalness of the inductive vs. deductive structure in discourse. The informants were required to decide if it is more natural to begin with illustration/examples leading to a conclusion or to start with a statement followed by illustration/examples. Although the statistical test of the results shows that the difference between the three groups is not significant, the Chinese EFL students appear to have higher mean scores than the native speakers of English, as shown in Table 5 and Figure 5 below. However, the mean scores for this question are generally lower among the three groups of informants than other questions, suggesting that all the informants prefer to start with a statement followed by illustration/examples. This may also reveal an overgeneralization effect among the Chinese EFL students similar to that in Question 4, as this question is also obviously related to the application of metaknowledge in English written discourse. The implications are further discussed in the following chapter. (See Appendix 2.1.5. for details of the statistical test and Appendix 2.1. for the original data).

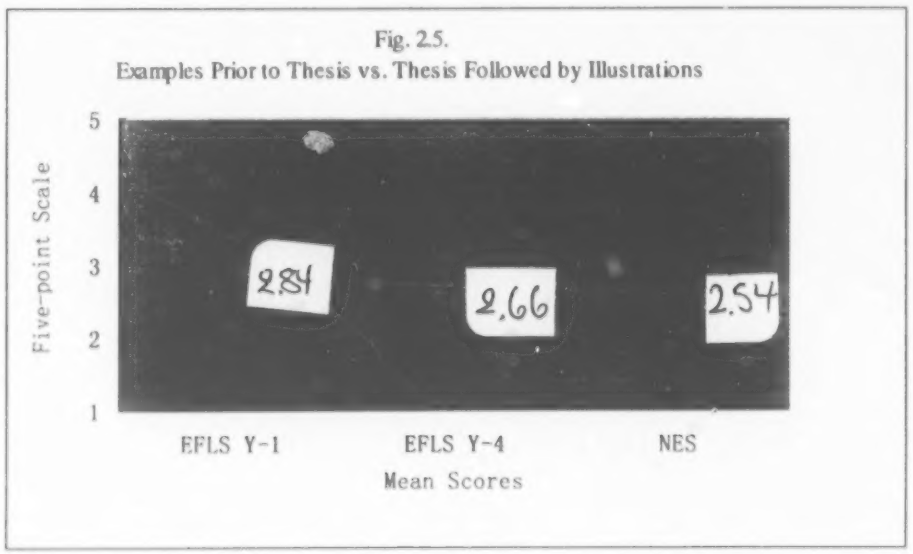
Table 2.5.

Question 5:
Examples Prior to Thesis
Vs. Thesis Followed by Illustration

	EFL Students (Year 1)	EFL Students (Year 4)	Native Speakers of English
Mean Scores	2.84	2.66	2.54

P = 0.519 (See Appendix 2.1.5.)

Figure 2.5.



4.2.1.6 Summary of Task I

The first hypothesis of the investigation, that EFL students of Chinese cultural background will have a higher degree of preference for the inductive discourse pattern than Native Speakers of English, has been partially confirmed in the task of rating a

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set of scales requiring opinions for different styles in writing an English essay. Among the five questions being probed, the results of the statistical tests for Question 1 and Question 2 are highly significant while Question 3 shows a strong tendency supporting the hypothesis. Since the last two questions are related to obvious meta-knowledge in writing an English essay, there appears to be an overgeneralization effect in the application of the meta-knowledge in English written discourse among the Chinese EFL students in their responses to the rating scales. On the whole, the overall results tend to show that Chinese EFL students have a higher degree of preference for the inductive pattern in discourse. The implications of the results are discussed in the next chapter.

4.2.2. Task II: Evaluation of the Students' Essays

This section is a presentation of the results in Task II which was designed to test the second hypothesis: *"EFL students of Chinese cultural background will give higher scores than Native Speakers of English to essays with inductive structures, in an evaluation of essays with different types of discourse structures."* The informants were asked to evaluate the three different types of essay structures identified in the qualitative analysis, i.e., (1) *Essay with Inductive Structure*, (2) *Essay of Deductive Structural Frame with Inductive Paragraphs*, (3) *Essay with Deductive Structure*. It is assumed that users of English from different cultural backgrounds will have different evaluative attitudes towards the different discourse patterns under normal situations due to their cultural schema. Since the task aims at the general impression of the essays without the informants' awareness of the purpose of the investigation, various factors have been controlled in order to elicit the informants' natural responses (see **Section 3.2.3.2.,Chapter 3** for a detailed description of the research methods). The six essays selected to represent the three types of structures were arranged in a jumbled order in the questionnaire, in which each of the essays was followed by 8 rating scales, 2 as distracters and 6 as test items relating to the 'quality' aspects of an essay. The results of the task are presented in *A General Summary Table for the*

Average Scores of the Evaluation of the Essays in Three Types of Discourse Structures and further illustrated with tables and figures in separate sections as follows.

Table 3

A General Summary of the Average Scores for the Evaluation of the Essays in Three Types of Discourse Structures

Essay Types & Groups	S	I	T	C	L	P	Total Score	Mean
Inductive Structure (AE) Year1	3.33	3.05	3.17	3.16	2.82	3.1	18.63	3.11*
Inductive Structure (AE) Year4	2.86	2.84	2.78	2.73	2.67	2.07	15.95	2.66*
Inductive Structure (AE) NEP	2.81	2.81	2.75	2.9	2.95	2.68	16.9	2.82*
Inductive Paragraphs (CD) Y1	3.91	3.57	3.98	3.66	3.81	3.7	22.63	3.77*
Inductive Paragraphs (CD) Y4	3.78	3.58	3.89	3.66	3.68	3.57	22.16	3.69
Inductive Paragraphs (CD) NEP	3.57	3.48	3.65	3.59	3.64	3.31	21.24	3.54*
Deductive Structure (BF) Year1	3.68	3.24	3.94	3.93	3.89	3.64	22.32	3.72
Deductive Structure (BF) Year4	3.75	3.45	4.05	3.96	3.87	3.69	22.77	3.8
Deductive Structure (BF) NEP	3.63	3.5	3.89	3.91	3.82	3.43	22.18	3.7

In the above table, the score of each test item is the average score from two essays representing one essay type. For example, (AE) refers to Composition A & Composition E which are of the Inductive Structure; (CD) refers to Composition C & Composition D which are essays of Deductive Structural Frame with Inductive Paragraphs, and (BF) refers to Composition B & Composition F which are of the Deductive Structure. The first letter of the description of each test item is taken as the abbreviations for the table. Therefore, the six items are abbreviated as the following: **S** stands for *"Should Receive a High Grade"*; **I** for *"Ideas are Skillfully Presented"*; **T** for *"Tightly Organized"*; **C** for *"Concise and Focused"*; **L** for *"Logically Connected"*; and **P** for *Persuasive.*

According to the design, the repeated measurement was adopted in the statistical tests for this task. Therefore, there were altogether 12 (2x6) measures for each of the six essays across 2 or 3 groups (e.g., 3 groups x 12 factors and 2 groups x 12 factors) using the test of repeated measures in SPSS 8.0. for Windows. In Table 3, the * sign

after the mean score shows the level of statistical significance of the scores at $P<0.05$ level. (See Appendix 2.2. *Coding of the Data: Evaluation of the Students' Essays* and Appendixes 2.2.1, 2.2.2. and 2.2.3. for further details of the statistical analysis.) The following tables and figures further explain and illustrate the results of the tests.

4.2.2.1. Evaluation of the Essays with Inductive Structure

In Table 3.1., the mean scores of the three groups, each of which consists of the 12 factors (2 essays x 6 items) tested in the repeated measurement design, reveal that the evaluation of the essays with inductive structure is significantly different between the two levels of Chinese EFL students and native speakers of English ($P<0.05$; $P=0.014$, see Appendix 2.2.1 for further details). It can be seen that the 1st year EFL students do give higher scores in the evaluation than 4th year EFL students and Native Speakers of English. It is interesting that the 4th year English majors, included in investigation as a moderator variable, rated the scales relatively lower than the native speakers of English. Since the 1st year students had just entered university from high schools and the 4th year students had received 3 years of formal education in a university English course, the two groups of students were expected to have different levels of awareness of English language and culture. The performance of the 4th year English majors here may be another indication of an overgeneralization or hypercorrection effect as a result of their metaknowledge of the normal pattern of English written discourse. It has been pointed out in Chapter 3 that the advantage of using the repeated measurement design is that the statistical results should provide a solid basis for the claim of significance since one hypothesis is repeatedly measured in different aspects, 12 factors in this study. However, with more factors being considered, the differences in terms of mean scores may even out. Therefore, the difference between the mean score of 3.11(1st year students) and the mean score of 2.82 (native speakers of English) seems adequate in confirming the second hypothesis. The implication of the results will be further discussed in the next chapter. (Please see Table and Figure 3.1. in the following page for further details and Appendix 2.2.1. for

the details of the statistical analysis by General Linear Model: Repeated Measures, SPSS 8.0. for Windows.)

Table 3.1.

Evaluation of the Essays in Inductive Structure by the Three Groups of Informants

EFL Students (Year 1)

	S	I	T	C	L	P	Total Average
Composition A	163	135	155	160	133	151	
Composition E	170	170	162	156	149	159	
Total	333	305	317	316	282	310	
Average	3.33	3.05	3.17	3.16	2.82	3.1	3.11

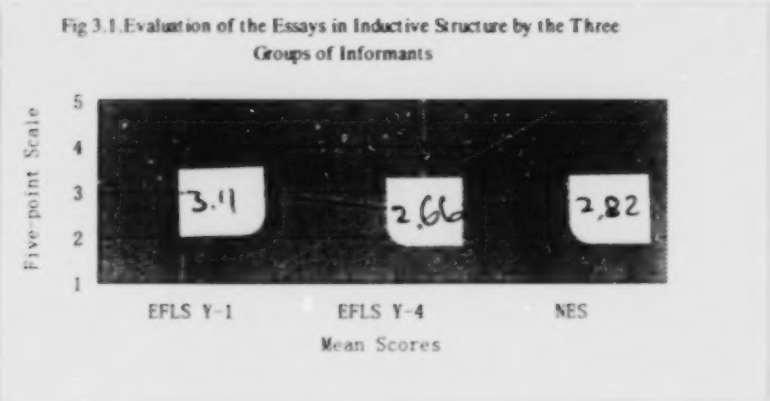
EFL Students (Year 4)

	S	I	T	C	L	P	Total Average
Composition A	142	138	139	136	129	134	
Composition E	144	146	139	137	138	136	
Total	286	284	278	273	267	270	
Average	2.86	2.84	2.78	2.73	2.67	2.07	2.66

Native Speakers of English

	S	I	T	C	L	P	Total Average
Composition A	149	148	147	160	160	141	
Composition E	132	133	128	130	135	127	
Total	281	281	275	290	295	268	
Average	2.81	2.81	2.75	2.9	2.95	2.68	2.82

Figure 3.1.



4.2.2.2. Evaluation of the Essays with Inductive Paragraph Structure

The results illustrated in Table 3.2. and Figure 3.2. tend to show that the three groups of informants are different from each other in their ratings of the essays with inductive paragraph structure. However, the statistical analysis of the data reveals that only the general mean scores of the 1st year students and that of the native speakers of English are significantly different at $P<0.05$ ($P=0.035$) level. The mean score of the 4th year students is not highly significant in relation to that of the 1st year students and native speakers of English, its presence as a moderator variable helps to illustrate a sloping trend among the three groups. This seems to show that Chinese EFL students with a lower degree of awareness of the English language and culture would have a higher degree of preference for the inductive style in the paragraph structure than more advanced EFL students. Though the difference between the three mean scores is not great due to the effects of a number of factors as discussed in the previous section, the results presented in this table appear to support the findings as represented in Table 3.1. and further confirm the second hypothesis of the study. It can also be seen that the scores for this type of essay are generally higher than the scores for the inductive essays. This may suggest that although the three groups of informants appear to have different degrees of preference for the inductive structure, they may

not necessarily reject the deductive discourse structure as they are all users of English and the deductive structure is also a basic pattern in Chinese discourse. This tendency is more strongly reflected in the informants' responses to the essays with deductive structure as presented in the next section. The issue is further illustrated in the next section. (see Appendix 2.2.2. for the details of the statistical analysis by General Linear Model: Repeated Measures, SPSS 8.0).

Table 3.2.

Evaluation of the Essays with Inductive Paragraph Structure by the Three Groups of Informants

EFL Students (Year 1)

	S	I	T	C	L	P	Total Average
Composition C	214	189	213	192	209	207	
Composition D	177	168	185	174	172	163	
Total	391	357	398	366	381	370	
Average	3.91	3.57	3.98	3.66	3.81	3.7	3.77

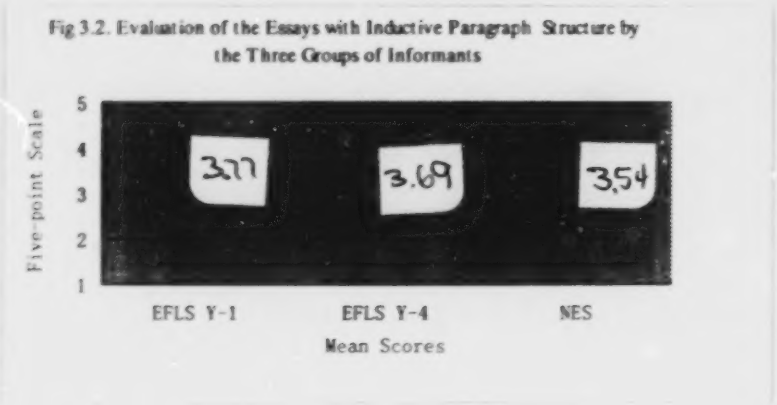
EFL Students (Year 4)

	S	I	T	C	L	P	Total Average
Composition C	209	195	213	197	204	205	
Composition D	169	163	176	169	164	152	
Total	378	358	389	366	368	357	
Average	3.78	3.58	3.89	3.66	3.68	3.57	3.69

Native Speakers of English

	S	I	T	C	L	P	Total Average
Composition C	191	187	202	191	200	181	
Composition D	166	161	163	168	164	150	
Total	357	348	365	359	364	331	
Average	3.57	3.48	3.65	3.59	3.64	3.31	3.54

Figure 3.2.



4.2.2.3. Evaluation of the Essays with Deductive Structure

The results presented in Table 3.3. reveal that there is no difference between the mean scores for the evaluation of the essays with deductive structure (P = 0.677; See Appen... 3.3. for details of the statistical tests). This shows that there is no significant difference in the preference for the deductive structure among the three groups of informants. It can also be seen that the scores for this type of essay are the highest among the scores for the three types of essays. This seems to confirm the assumption mentioned in the previous section that although the three groups of informants appear to have different degrees of preference for the inductive structure, they may not necessarily reject the deductive discourse structure. Since the language proficiency level of all the six essays has been controlled through correcting the spelling and grammatical errors, etc., and the deductive essays appear to be well organized and to reflect a basic pattern in both English and Chinese discourse, we did not expect the informants to have adverse impressions in the evaluation. In other words, rejection of the deductive structure is not a precondition for Chinese EFL students' preference for the inductive structure. As to the native speakers, they naturally have a positive evaluation of the deductive structure (Mean=3.70) since it is the preferred pattern in

English discourse. However, their ratings with regard to the inductive essays (Mean=2.82) appear to show an adverse attitude towards the inductive structure in discourse. Though the Chinese 1st year EFL students have a similar positive attitude in their evaluation of the deductive essays, their preference for the inductive pattern is obvious, as is reflected in their ratings of the inductive essays in comparison with that of the native speakers of English. This tendency is further revealed in Task 3, which required the informants to make a choice between the structural patterns of the essays when they were totally aware of their differences between the essays in terms of structural patterns. The implication of this tendency is further discussed in the next chapter.

Table & Figure 3.3.

Evaluation of the Essays with Deductive Structure by the Three Groups of Informants

EFL Students (Year 1)

	S	I	T	C	L	P	Total Average
Composition B	186	161	214	203	206	192	
Composition F	182	163	180	190	183	172	
Total	368	324	394	393	389	364	
Average	3.68	3.24	3.94	3.93	3.89	3.64	3.72

EFL Students (Year 4)

	S	I	T	C	L	P	Total Average
Composition B	192	167	205	198	198	188	
Composition F	183	178	200	198	189	181	
Total	375	345	405	396	387	369	
Average	3.75	3.45	4.05	3.96	3.87	3.69	3.8

Native Speakers of English

	S	I	T	C	L	P	Total Average
Composition B	184	176	204	200	196	172	
Composition F	179	174	185	191	186	171	
Total	363	350	389	391	382	343	
Average	3.63	3.5	3.89	3.91	3.82	3.43	3.7

Fig 3.3. Evaluation of the Essays with Deductive Structure by the Three Groups of Informants

4.2.2.4. Summary of Task II

The results of the evaluation of the three types of essays in Task 2 show that Chinese EFL students do give higher scores to essays with inductive structure than native speakers of English. The second hypothesis of the study is therefore confirmed as a result of the significance of the statistical tests. However, the evaluative task also reveals an interesting tendency that although the three groups of informants appear to have different degrees of preference for the inductive structure, they may not necessarily reject the deductive discourse structure. Since the informants were required to do the evaluation without any awareness of the purpose of the task, the assumption was further tested in Task 3 which asked the informants to make a choice between the three types of patterns in written discourse. Unlike the previous task, Task 3 asked the informants to make a decision between two choices in a situation where they were provided with analytical frameworks. The purpose was to make sure that the informants were totally aware that the essays were different from each other in terms of their structural patterns. The results were therefore expected to support the hypothesis from a different perspective. The results of Task 3 are discussed in the next section.

4.2.3. Task III: Comparison of the Preference of Different Structural Types

The purpose of Task 3 was to test the hypothesis that "*more EFL students of Chinese cultural background than Native Speakers of English will admit to following inductive structures in writing an essay*". Since this task was intended to investigate the informants' attitudes towards the inductive vs. deductive structures at a conscious level, analytical frameworks were provided for each of the essays being compared. The six essays used in the previous task were used again in this task as models for the structural analysis. This was intended to save time for doing the task in order to

eliminate fatigue in answering the questionnaire. It was assumed that the informants would focus their attention totally on the patterns of discourse since they were already familiar with the essays as they had read them intensively while doing the previous task. To fulfil the purpose of the task, two kinds of comparisons were conducted, i.e., (1) Comparison of the Inductive vs. Deductive Structure, and (2) Comparison of the Inductive paragraphs vs. Deductive paragraphs. See Table 4.1. and Table 4.2. for the results of the comparison in the following sections.

4.2.3.1. Comparison of the Preference of Inductive vs. Deductive Structure

In this task the three groups of informants were asked to compare the inductive vs. deductive structures represented by 2 pairs of essays. They were then required to report which structural pattern they would follow when writing an essay on the same topic. The task was actually designed to investigate the informants' preference over the structural patterns, since each of the essays was provided with an analytical framework for reference and the question that they were required to answer was straightforward. Table 4.1. and Figure 4.1. below present the results.

Table 4.1.

The Preference of Inductive Structure vs. Deductive Structure

Structural Types	EFL Students (Year 1)	EFL Students (Year 4)	Native Speakers of English
Inductive Essay Structure (A,E)	40	19	17
Deductive Essay Structure (B,F)	60	81	83
TOTAL	**100**	**100**	**100**

Figure 4.1.

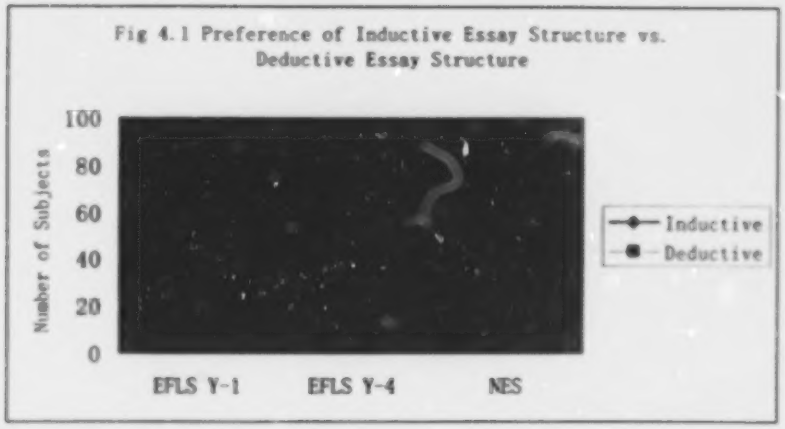


Table 4.1. reports the total frequency of the choices for each type of essays in the two pairs. It can be seen that the difference between the three groups of informants regarding the preference for the inductive pattern is evident: 40 choices (1st year students), 19 choices (4th year students) and 17 choices (native speakers of English). Since the data are nominal, the Chi-square test was used to test the significance of the frequency counts. The statistical result ($P<0.001$) shows that Hypothesis 3 is confirmed. The sloping trend appearing in Figure 4.2 shows that the preference over the inductive pattern decreases among Chinese EFL students since there is a great difference between the two groups of students with different levels of cross-cultural awareness. The fact that the deductive structure generally enjoys a higher frequency among the three groups further confirms the assumption in the previous section that although the three groups of informants appear to have different degrees of preference for the inductive structure, they may not necessarily reject the deductive discourse structure. (see **Appendix 2.3.**. *Coding of the Data: Comparison of the Preference of Different Structural Types* and **Appendix 2.3.1.** *Statistical Analysis (Chi-Square Tests) of the Preference of Inductive Structure vs. Deductive Structure*).

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4.2.3.2. Comparison of the Preference of Inductive Paragraph vs. Deductive Paragraph Structure

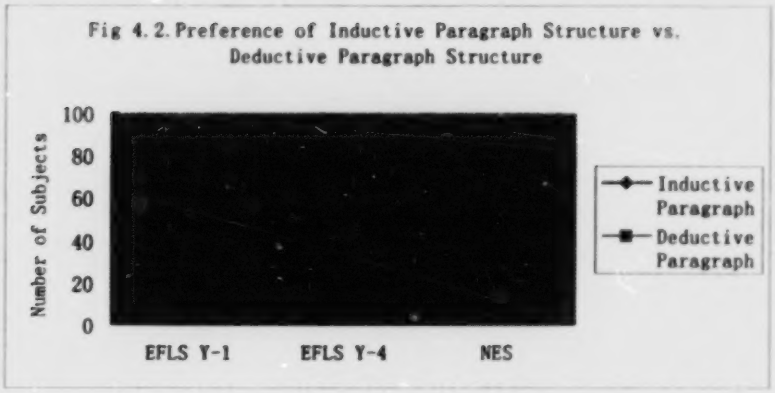
Table 4.2 reports the results of the comparison of the preference for the inductive paragraphs and deductive paragraph structures. Essays with a deductive frame but written in inductive paragraphs have been included as a type of inductive pattern since research in this area has focused on the comparison of paragraph development across different languages (Kaplan, 1966,1988; etc.). Therefore, the results of this task may contribute to claims related to the issue of cross-cultural differences in the inductive vs. deductive patterns in discourse. The frequency count in Table 4.2 shows a strong tendency ($P<0.001$) that Chinese EFL students have a higher degree of preference for the inductive paragraphs than native speakers of English, 71 cases reported by 1st year students, 56 cases reported by 4th year students and 43 cases by native speakers of English. The results further confirm Hypothesis 3 of the study from another perspective. See the details of the results in Table 4.2 and illustration in Figure 4.2 below.

Table 4.2.

The Preference of Inductive Paragraph Structure vs. Deductive Paragraph Structure

Structural Types	EFL Students (Year 1)	EFL Students (Year 4)	Native Speakers of English
Inductive Paragraphs (C,D)	71	56	43
Deductive Paragraphs (B,F)	29	44	57
TOTAL	**100**	**100**	**100**

Figure 4.2.



The distribution of the frequencies in choices of inductive/deductive paragraph structure reflect a sloping pattern showing the decrease/increase in the degree of preference for the inductive/deductive pattern in written discourse corresponds to the variations of cultural experience and cross-cultural awareness of the informants. The implications are further explored in the discussion in the next chapter. (see Appendix 2.3.2. *Statistical Analysis (Chi-Square Tests) of the Preference of Inductive Paragraph Structure vs. Deductive Paragraph Structure*).

4.2.3.3. Summary of Task III

The results in Task 3 confirm the hypothesis that more EFL students of Chinese cultural background would report to follow the inductive structures in writing an essay than native speakers of English. Since this task was intended to call the informants' attention to the structural patterns of the three kinds of essay, the results are based on an awareness of the structural differences of the essays, and therefore tend to reflect the informants' conscious attitudes towards different patterns of discourse. The distributions of the frequencies in the choices of inductive/deductive

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structure are not random among the three groups of informants, reflecting a relationship between the preference of discourse patterns on the one hand and cultural experience and cross-cultural awareness of the English language and culture on the other. The sloping patterns in both Figure 4.1. and Figure 4.2. appear to reveal a tendency that the decrease/increase in the degree of preference for the inductive/deductive pattern in written discourse corresponds with the variations of cultural experience and cross-cultural awareness of the informants.

4.3. Summary of the Results of the Study

The qualitative analysis of the collection of 363 English essays written by Chinese EFL students and the investigation based on a questionnaire answered by three groups of informants representing users of English with different cultural backgrounds and different levels of cross-cultural awareness have produced a set of results which support the hypothesis of the present study. The distribution of the structural types of essays revealed in the qualitative analysis, and the statistical analysis of the results from the investigation, tend to confirm the hypothesis that EFL students of Chinese cultural background have a higher degree of preference for the inductive pattern in written discourse in English than native speakers of English. The results can be summarized as follows:

(1) The qualitative analysis reveals that the description of the essays under study can be based on a typology to classify the structural types of the essays in terms of three major categories, i.e., (a) Essay with Inductive Structure, (b) Essay of Deductive Frame with Inductive Paragraphs, (c) Essay with Deductive Structure.

(2) The result of the identification of essay types according to the typological framework shows that over half of the students (53.72%) used the inductive essay structure or the inductive paragraph structure in their writing assignment,

suggesting that Chinese EFL students tend to adopt the inductive strategy in argumentative discourse which normally requires the deductive structure in an English essay .

(3) The responses from the informants to the questionnaire show that Chinese EFL students tend to use a conversational style in writing essays while native speakers of English would probably write essays in a strictly organized sequence. The results also show a strong tendency that the stylistic preference of advanced EFL learners gradually moves closer to that of native speakers of English as a result of the process of approximation towards awareness of the target language culture.

(4) Chinese EFL students tend to have a higher degree of preference for the expression of personal feelings, which normally reveals an indirect discourse pattern in the Chinese context, as is shown in the students' essays, while native speakers of English appear to have a preference for direct reasoning, which is an indication of the deductive strategy required in English written discourse.

(5) Since broad reference is considered a good strategy in Chinese discourse, as is revealed in the set phrase "quote copiously and broadly to support one's thesis" (pangzhengboyin 旁征博引), Chinese EFL students tend to prefer reference to other similar ideas in presenting an argument, which often appears to be irrelevant in written discourse in English.

(6) Since the questions asked about the argumentation process are related to obvious meta-knowledge in writing an English essay, there appears to be an overgeneralization effect in the application of the meta-knowledge among the Chinese EFL students in their responses to the rating scales.

(7) The evaluation of the students' essays, where the informants are kept unaware of the structural framework of the essays, reveals an interesting tendency that, although the three groups of informants appear to have different degrees of preference for the inductive structure, they may not necessarily reject the deductive discourse structure.

(8) The distributions of the choices of inductive/deductive structure at a conscious level are not random among the three groups of informants, reflecting a relationship between the preference of discourse patterns on the one hand and cultural experience and cross-cultural awareness of English language and culture on the other. The sloping patterns appear to reveal a tendency that the decrease/increase in the degree of preference for the inductive/deductive pattern in written discourse corresponds with the variations of cultural experience and cross-cultural awareness of the informants.

Chapter 5

Interpretation and Discussion

Chapter 5

Interpretation and Discussion

5. Introduction

The present study follows a procedure consisting of five steps in two major parts of a research project. The first part is basically qualitative aiming at establishing a taxonomy of essay types and a simple frequency count to find out the distribution pattern of the major types of essay structures. The second part is an investigation through a step-by-step procedure with the intention of measuring the attitudes of the informants at three levels of consciousness. The three tasks of the investigation aim at eliciting the responses to the structure of an essay ranging from lower to higher structural-consciousness levels. The first task therefore focuses on the general styles in essay writing while the second task requires informants to rate six jumble-ordered essays without any structural labels and the final task demands the comparison of the three major types of essays with structural frameworks provided. The purpose of such a research design is to allow a better understanding of the preference for the inductive or deductive patterns in discourse between informants from different linguistic/cultural backgrounds.

The results of the qualitative analysis and the investigation have revealed several tendencies among Chinese EFL students and native speakers of English as informants of the study in their preference for the discourse patterns. The following sections focus on an interpretation of the tendencies and a discussion of the issue of the preference for the deductive vs. inductive patterns in Chinese and Western discourse from a markedness perspective, with the aim of suggesting an explanatory model of markedness for intercultural discourse. The implications and limitations of the study are also dealt with in this Chapter.

5.1. Interpretation of the Results

The following sections offer an interpretation of the results from the qualitative and quantitative analysis with an emphasis on the trends and tendencies that the results appear to reveal. Although the interpretation will not try to explain every detail of the results, as many of them are self-explanatory and appear in the presentation of results in the previous chapter, we will try to cover the major findings that are relevant to the fulfillment of the purpose of the study. The significance of the results for the development of an explanatory model of markedness will be further discussed in Section 5.2.

5.1.1. The description of the paragraph and essay structures

The first step of the qualitative analysis of the study was to establish a taxonomy for the classification of paragraph and essay structural types. In the area of intercultural discourse research, Kaplan's study of cultural thought patterns is based on the analysis of paragraph development in EFL students' compositions, where a paragraph is considered to constitute a unit of thought for it normally undertakes to discuss one topic or one aspect of a topic. According to Kaplan, the role of a paragraph is to mark for the reader the division of one's thought and thus make the thought structure visible upon the page (Kaplan, 1966: 4). Since the structure of the paragraph is so important for the study of thinking patterns across cultures, it is also taken as the basic unit in our analysis of the discourse structure of the student's essays. Therefore, the study started with the analysis of the paragraph structures of all the collected essays and moved on to determine the structural types of the essays. Since the present study is only looking at the deductive vs inductive development of paragraph and essay, the analysis is directed to finding the sequences of presentation of ideas in each paragraph and each essay. The qualitative analysis of the essays revealed that there are three types of essays i.e., (a) *Essay with Inductive Structure*, (b) *Essay of Deductive Frame with Inductive Paragraphs*, (c) *Essay with Deductive*

Structure. (see *Appendix 1. Description of the Structural Types of the Essays; Appendix 1.2. Samples of Essays with Inductive Structures; Appendix 1.3. Samples of Essays with Inductive Paragraph Structures*, and *Appendix 1.4. Samples of Essays with Deductive Structures* for illustration of the analysis).

The taxonomy of essay structural types can be seen as a general reflection of the different degrees of inductiveness/deductiveness in the Chinese EFL students' essays. In Kaplan's study, the paragraph development of Chinese EFL learners was described as indirect/circular. Although Kaplan's view has been questioned in various studies, we would like to quote in the following his discussion of the typical Chinese/Oriental patterns in order to stress the importance of the paragraph structure in the study of intercultural discourse patterns. Kaplan says:

> "Some Oriental (specifically refers to Chinese and Korean but not Japanese) writing, on the other hand, is marked by what may be called an approach by indirection. In this kind of writing, the development of the paragraph may be said to be 'turning and turning in a widening gyre.' The circles or gyres turn around the subject and show it from a variety of tangential views, but the subject is never look at directly. Things are developed in terms of what they are not, rather than in terms of what they are. Again, such a development in a modern English paragraph would strike the English reader as awkward and unnecessarily indirect". (1966:10)

In an early case study conducted by the present author, it was observed that the assumption of indirect movement in Chinese paragraphs might be extended to the observation of a conversation as well as a whole essay. For example, an analysis of the exchange structure of Mao Zedong's conversation with Sukarno shows that Mao's theme is delayed after 57 turns in 12 exchanges illustrating a typical example of indirection in Chinese discourse (Chen, 1999a). The analysis of the Chinese students' essays in this study also reveals that the indirect presentation of the thesis is an obvious phenomenon in the students' written discourse. Therefore, it is believed that the present taxonomy extending the analysis from the paragraph to the essay structure

may enable us to have a more comprehensive view of the patterns in Chinese EFL students written discourse.

Based on the taxonomy, the classification of the structural types of the essays thus yielded a distribution pattern showing that over half of the Chinese EFL students' essays adopted the inductive paragraph and essay structure, which obviously contrasts with the standard paragraph and essay structure in English, (refer to 'keyhole diagram', Chapter 2. Literature Review for further details). The diagram shows that in the standard English essay structure the beginning paragraph should look like a funnel, working from broad generalization to the thesis statement in the first paragraph. The middle paragraphs are almost like little essays with their own beginnings and endings. And finally, the last paragraph should work like an inverted funnel, broadening, embellishing and restating the thesis (Baker, 1984:68-75). With this framework and the theme summary notion introduced by Tirkkonen-Condit and Lieflander-Koistinen (1989) and applied in Hu Wenzhong's (1999) study to determine whether a letter is written in inductive or deductive style as the model of reference in the analytical work of this study, it has been observed that the Chinese EFL students' inductive paragraph and essay structure reveal a reverse process in which the inductive paragraph is ended with a summary statement and the thesis statement of an inductive essay is presented in the end (see Appendix 1.2. and Appendix 1.3. for detailed examples). Since Chinese EFL students have been formally taught English for quite a few years, they should have been equipped with knowledge of the standard structure of an English essay. They are expected to write English essays with a deductive structure according to the requirement of the standard English essay structure. However, the relatively high percentage of inductive essay structures adopted in the Chinese students' English essays indicates the strong influence of the habitual discourse pattern of their native language. This reveals a strong tendency to use the inductive strategy in communication among Chinese EFL learners and tends to support previous claims that the inductive pattern is a preferred pattern of discourse in the Chinese cultural context. This issue is further discussed Section 5.2.

5.1.2. Writing in a conversational style vs. a strictly organized sequence

The question regarding the preference for a conversational style or a strictly organized sequence in discourse is part of the first step of the questionnaire eliciting the informants' response to the stylistic variations in discourse. The reason for choosing this pair of stylistic dimensions is that a conversational style may imply a looser sequence in the presentation of an argument and a more indirect way of organization, as many researchers have observed that Chinese talk and conversation tends to favour the indirect pattern. For example, Young (1994:88-136) describes the process of presenting ideas and arguments in Chinese as "backforwardly speaking". Graft (1994:232) observes that "Chinese tend to beat around the bush. They are not forthright enough so that Westerners often perceive them as insincere and untrustworthy". Ge Gao and Ting-Toomey (1998:75-77) also observe that direct versus indirect talk embodies another domain that is indicative of Chinese-North American (mis)communication. The covert wordings of this question tend to imply that if the informants do not prefer a strictly organized sequence in the presentation of ideas and argument but favour a conversational style, they are apt to write in a loose sequence, like talk, which may reflect the indirect discourse pattern.

The results show that Chinese EFL students tend to use a conversational style in writing an essay while native speakers of English would prefer a strictly organized sequence. This indicates a tendency for Chinese EFL students at an early learning stage to prefer a conversational style in their writing assignments, relying on their habitual Chinese pattern of discourse. It may not only reflect a cross-cultural problem but also a problem of language proficiency, since EFL students at an early stage may find it easier to compose a writing assignment in a conversational style with simple sentences. The strong tendency indicating that the stylistic preference of advanced EFL learners is gradually moving closer to that of the native speakers of English suggests that there is an interactive effect of language and culture upon the learning

processes of Chinese EFL learners. The difference in the preference for the conversational style between the informants of different cultural backgrounds and different levels of cross-cultural awareness, and the gradual change of attitudes towards logical organization among the Chinese EFL students clearly reveals the preferred patterns of discourse across cultures. It also reflects that the process of learning a foreign language is not just a process of acquiring the linguistic competence of the target language but also a process of approximation towards the target language culture.

5.1.3. Expression of personal feelings vs. direct reasoning

This question required the informants to give their opinions on whether the best result of an essay would be achieved through expressing one`s personal feelings or through direct reasoning. The question was intended to reveal any preferences for the "indirect" vs. "direct" presentation of ideas in writing essays through an indirect approach. The use of covert wordings in the design, e.g., "*expression of personal feelings*" vs. "*direct reasoning*", was intended to form two opposite ends of indirect vs. direct reasoning in the scale. In other words, the phrase *"Expression of Personal Feelings"* is used to imply a contrast to the *"Direct Reasoning"* end of the bipolar scale. If informants decide not to choose the *"Direct Reasoning"* end but rather select the other end of the scale, they may be seen to have less preference for the direct discourse strategy.

The methodological consideration of the design is also based on findings in the research literature, suggesting that people tend to use the indirect strategy in the expression of ideas/thoughts in the Chinese cultural context when involved in the expression of personal feelings and views. Observers of Chinese culture tend to describe the Chinese as constantly referring to others' opinions and views and as unwilling to commit themselves to an opinion (Young, 1994; Gao & Ting-Toomey, 1998). It is also reported that Chinese students seem to avoid free expression of personal views and feelings. Instead they resort to poetry, quotations and references to

the past. According to Cai, quoting from old, even ancient, texts is considered cultured as well as respectful of authorities. To accept traditional values and social norms is considered polite behavior. Chinese writers also tend to "suggest" or be indirect through the use of rhetorical questions, analogies, and anecdotes to reveal intentions. (Matalene, 1985: Cai, 1993; Connor, 1996; etc.).

Since our question here is whether "the best result (of the argument) would be achieved through expressing one's personal feelings" vs. "the best result (of the argument) would be achieved through direct reasoning", the choice of either option may imply the selection of a strategy for argumentation. Therefore, it is believed that if there is a need for students to express their personal views and feelings they would most probably use the inductive strategy as has been reported in the above mentioned studies. It is quite obvious that if the choice is for "direct reasoning", it would imply the presentation of ideas/argument in a strictly logical sequence. The result reveals that the Chinese EFL students tend to believe that the expression of personal feelings in the writing task would achieve the best result, suggesting a preference for the inductive strategy as is shown in the students' essays. The fact that native speakers of English have a higher degree of preference for direct reasoning appears to suggest their preference for the deductive strategy which is normally required in English written discourse. The sloping trends among the three groups of informants further support the previous assumption about the relationship between the acquisition of the target language and the process of approximation towards awareness of the target language culture.

5.1.4. Reference to other ideas vs. focus on one subject

It has often been reported in the research literature that Chinese EFL learners tend to use statements, phrases, sayings and allusions in their w iting, which often seem unconnected and irrelevant in the eyes of the Western reader (Matalene, 1985; etc.). This question is therefore intended to find out the informants' choice of the stylistic dimensions. Although the results for this question are not highly significant there

appears to be some difference between the First Year Students and the Native Speakers of English, as is shown by the mean scores of the five-point scale in Table 2.3. and Figure 2.3. (see Chapter 4). The tendency to prefer broad reference to various other ideas in presenting an argument among EFL students at an earlier stage may reflect a Chinese discourse strategy, as revealed in the set phrase "quote copiously and broadly to support one's thesis (pangzhengboyin 旁征博引)". It is also reported that such a discourse strategy can be observed by the fact that Chinese EFL students tend to resort to poetry, quotations and references to the past. (cf. W. Z. Hu & Y. H. Gao, 1997:117-118; D.J. Lin, 1996:213-214; Cai, 1993; etc.). In the Chinese cultural context, quoting from old, even ancient, texts is considered cultured as well as respectful of authorities. To accept traditional values and social norms is considered polite behavior. Therefore Chinese writers are apt to "suggest" or be indirect through the use of rhetorical questions, analogies, and anecdotes to reveal intentions.

However, the differences between the three groups of informants are not particularly great, although the First Year Students are shown to have a relatively higher degree of preference for broader reference. This is probably due to the fact that "to focus on only one subject" is an obvious writing strategy both in Chinese and in English, and the strategy of "reference to other ideas" is also used in English to a certain degree. The question therefore cannot be expected to invoke highly contrastive attitudes between Chinese EFL students and native speakers of English. It is probably that the lowest score in the performance of the Fourth Year Students reflects the effect of overgeneralization in the application of the meta-knowelege in writing, which is further discussed in the next section.

5.1.5 Overgeneralization effect in the application of metaknowledge

It appears that the last two questions of Task I in the questionnaire, i.e., "specific to general vs. general to specific" and "examples prior to thesis vs. thesis followed by illustrations", are more directly involved with the metaknowledge of essay structure and specific skills in writing. Since the statistical tests of the mean scores of the two

questions show that there are no significant differences between the three groups, we have to be cautious in interpreting the tendencies revealed by the scores. Although there is still some difference between the Chinese EFL students and the Native Speakers of English in Question 5, suggesting that Chinese students have greater preference for the presentation of examples prior to thesis, the effect of metaknowledge is a more interesting phenomenon revealed by these questions.

In Sasaki and Hirose's recent study on the explanatory variables for EFL students' expository writing, they tested knowledge of such notions as topic sentence, unity, coherence and the organization of English expository writing. Their quantitative analysis has revealed that students' metaknowldge is a significant variable in explaining the L2 writing ability variance (Sasaki & Hirose, 1996:137-174), supporting previous studies that have emphasized the importance of metaknowledge in L2 writing (e.g., Kaplan, 1988, Reid, 1990). We therefore assume that the informants would inevitably bring with them technical knowledge into their responses to the questionnaires. As the English course in Chinese schools normally puts an emphasis on teaching English composition in a deductive way, students should be fully conversant with the "English style" in written discourse. It seems highly unlikely that they would not be guided by their metaknowledge of the English essay when answering the questions. Since Question 4 and 5 are more obviously related to this kind of metaknowledge, it is suggested that Chinese students may respond to the question based on their knowledge of an English essay rather than recalling their experience in actual writing. This suggests that there is an overgeneralization effect in the application of the metaknowledge of the English essay among the Chinese EFL students in their responses to the rating scales regarding explicit knowledge of English essay structure.

5.1.6. Impression-evaluation of the student's essays

The purpose of the five questions in Task I of the Questionnaire is to probe the informants' preference for different styles in written discourse based on a set of five

bipolar scales with both implicit and explicit wordings. The evaluation of concrete essays is intended as a natural extension of the attitude measurement from a different perspective. In Task II, the evaluation of the students' essays was done under the condition when the informants were kept unaware of the structural framework of the essays, aiming at a general impression of the essays without the informants' awareness of the purpose of the investigation. Various factors have been controlled in order to elicit the informants' natural responses (see **Section 3.2.3.2.,Chapter 3** for a detailed description of the research design). It is assumed that users of English from different cultural backgrounds will have different evaluative attitudes towards the different discourse patterns under normal situations due to their cultural schema.

The results of the evaluation of the three types of essays indicate that Chinese EFL students do give higher scores to essays with inductive structure than native speakers of English, revealing a significantly higher degree of preference for the inductive pattern in written discourse among Chinese EFL students. An interesting tendency revealed in the evaluative task is that although the Chinese informants appear to have different degrees of preference for the inductive structure, they may not necessarily reject the deductive discourse structure.

Since the evaluative task is intended to rely on the informants' impression of the essays, the language proficiency level of all the six essays has been controlled through correcting the spelling and grammatical errors, etc., in order to make sure that each of the essays appears "equally fluent and accurate". It is assumed that this would allow the informants' attention to be directed towards their preference for the discourse style reflected in the essays rather than the linguistic dimensions. Since the deductive organization is also a basic structure in English and Chinese argumentative writing, neither the Chinese nor the British/American informants in the investigation were expected to reject the deductive structure. In other words, rejection of the deductive structure should not be taken as a precondition for Chinese EFL students' preference for the inductive structure. However, the significant difference between the Chinese EFL students at the early learning stages and the native speakers of English in their evaluation of the essays with inductive patterns reflects a contrast between the

impressions, views and attitudes towards the inductive discourse pattern from people of different cultural backgrounds. This is consistent with previous claims regarding Chinese vs. Western cross-cultural variations in the preference of discourse styles.

With Chinese EFL students at an advanced learning stage as a moderator variable in the investigation, an interesting finding is that the 4th year English majors rated the essays with inductive pattern even lower than the native speakers of English. Since the 1st year students had just entered university from high schools, they can be seen to represent Chinese students with limited knowledge of the English culture and little awareness of the cross-cultural differences between Chinese and English discourse patterns. However, due to the fact that the 4th year students had received more than three years of formal education in an English course offered by the English Department of a Chinese university, they should be at a relatively high level of awareness and understanding of English language and culture. The two groups of students can therefore be expected to have different evaluation attitudes towards discourse patterns. The performance of the 4th year English majors here may be another consistent indication of an overgeneralization or hypercorrection effect as a result of their metaknowledge of the normal pattern of English written discourse. This tendency was expected to appear in the overt evaluative task in Task III of the Questionnaire.

5.1.7. Preference for the inductive/deductive essay structure

Since the informants were required to do the evaluation without any awareness of the essay structure in Task II, the assumptions of the research were further tested in Task III which asked the informants to make a choice between the three types of patterns in written discourse. Unlike the previous task, Task III was an overt comparison of different discourse structures and asked the informants to make a decision between two essays, where they were provided with analytical frameworks showing the structure of the essay. The purpose was to make sure that the informants were totally aware of the structural differences of the essays being compared. It was

found that the distributions of the choices of inductive/deductive structure at a conscious level are not random among the three groups of informants, reflecting a relationship between the preference of discourse patterns on the one hand and cultural experience and cross-cultural awareness of the English language and culture on the other. In other words, the decrease/increase in the degree of preference for the inductive/deductive pattern in written discourse corresponds with the variations of cultural experience and cross-cultural awareness of the informants.

The comparison of the inductive vs. deductive structural patterns between the three groups shows that there is a higher level of preference for the deductive pattern among the native speakers of English, accompanied by a higher level of preference for the inductive pattern among Chinese students. The decrease of preference for the inductive pattern among Chinese EFL students corresponds with an increase of the level of understanding of the English language and culture and the level of cross-cultural awareness. This tendency is further reflected in the distribution of the frequencies in the choices of inductive/deductive paragraph structure, with a steep sloping pattern showing that the decrease/increase in the degree of preference for the inductive/deductive paragraph development in written discourse corresponds with the variations of cultural experience and cross-cultural awareness of the informants.

The fact that the deductive structure generally enjoys a higher frequency among the three groups in the inductive and deductive comparison further confirms the assumption in the previous section that although the three groups of informants appear to have different degrees of preference for the inductive structure, they may not necessarily disapprove of the essays with a deductive discourse structure.

5.2. Discussion on the Issue of Deductive vs. Inductive Patterns in Intercultural Discourse

The present study has yielded four different types of statistical results, i.e., the distribution of the frequency of the deductive and inductive structural types based on

the qualitative analysis and three kinds of scores from the three interrelated tasks of the questionnaire which is designed to move from implicitly stated questions to explicitly stated ones. The results from the four major steps of the research appear to be consistent and have proved that EFL students of Chinese cultural background have a higher degree of preference for the inductive pattern in written discourse in English than native speakers of English. This tends to support the hypothesis and assumptions set at the start of the study in the following aspects:

A) The inductive vs. deductive patterns in discourse may not be clearly demarcated. They may reflect certain degrees of structural differences. Therefore, the classification of the essays into three different types of essay structures, i.e., *essay with inductive structure, essay of deductive frame with inductive paragraph structure,* and *essay with deductive structure,* reflects the difference of the inductive vs. deductive patterns in terms of degrees. It can be seen that the preference for the inductive vs. deductive patterns may be viewed as difference in degrees rather than absolute opposite discourse patterns in different cultures.

B) The inductive patterns in the students' essays reflect one way in which information/argument is structured in Chinese.

C) Although the deductive patterns can also be found in Chinese EFL students' written discourse, the Chinese EFL students as informants in the investigation have a higher degree of preference for the inductive patterns than native speakers of English.

D) Although the native speakers of English can also be found to select the inductive pattern as a choice in the tasks of the investigation since it is also one of the ways used in English written discourse, they have a lower degree of preference for the inductive patterns as

compared with the Chinese EFL students.

E) The cultural backgrounds and cross-cultural awareness of the informants tend to affect their attitudes towards different discourse patterns, as it can be shown that EFL students at an advanced learning stage will adopt an attitude closer to that of the native speakers of English as a result of the approximation process of language learning which involves learning the cultural patterns of the target language.

Then, a further question crucial to the discussion section is what kind of theoretical contribution the study can suggest. A review of the research literature has revealed that earlier studies have approached the issue from various perspectives since Kaplan's hypothesis, which assumes that students organize paragraphs in different ways in different cultures, reflecting cross-cultural differences in the structure of writing and divergent patterns of organization, not only of writing , but of thinking as well. As a result of the criticism of Kaplan's hypothesis of his simplistic view of intercultural discourse, recent discussions about contrasts between Chinese and English discourse patterns are characterized by agreement about the complexity of the issue. It is also believed that the organization of the eight-legged essay by itself is not the reason for the seeming indirect writing of Chinese writers. Instead, explanations that consider cultural orientations toward self, society, and social interaction are brought into the interpretation in more recent studies (see Section 2.2 Chapter 2 for details of the research literature on Chinese vs. Western discourse patterns). However, the review of the research literature has also revealed that most of the studies are reflective, qualitative and descriptive in research practice and there is a lack of quantitative research based on large scale controlled data. Therefore, there seems to be a need to conduct further investigation into the attitudes of informants from Chinese and Western cultural backgrounds towards different discourse patterns. In such a research context, the present study has adopted a combination of research

methods using both qualitative, quantitative descriptive and survey designs, moving from qualitative analysis aiming at the identification of essay structural types to the description of large sets of essay data, which is followed by an investigation studying cross-cultural divergence in stylistic preference, with an intention to apply the theory of markedness and the concept of cultural schemata for the construction of an explanatory model for the divergence of cross-cultural preferences for discourse patterns. The following discussion will therefore focus on an application of the theory of markedness and the concept of cultural schemata for the exploration of an explanatory model taking findings of previous research and the present study into account.

In previous studies, Kaplan's claim of the importance of indirectness in Chinese and the influence of the eight-legged essay has been disputed. For example, Mohan and Lo (1985) argue that modern Chinese styles taught at schools today favor a direct rather than an indirect expressive mode. After surveying teachers of native Chinese-speaking ESL students in both Hong Kong and in British Columbia, the authors claim that the organizational pattern of Chinese writing does not differ markedly from that of English and that the instruction students received in English classes in Hong Kong influences their organizational patterns in writing. Since the exposure to English language and culture and the experience of intercultural communication of the students in Mohan and Lo's study may differ from that of students in Mainland China, it can be argued that the above case may not be taken as a typical Chinese example. However, it is important for their study to point out that modern Chinese styles taught at schools today also favour a direct rather than an indirect expressive mode, suggesting that indirectness cannot be a widespread phenomenon in Chinese written discourse. It has also been pointed out that both deductive and inductive patterns are used in all societies and that there is nothing inherently Chinese or Western in either of these patterns (Scollon & Scollon, 1995:75).

There seem to be contradictory claims regarding the inductive vs. deductive issue between Chinese and Western discourse, although far more studies have revealed that there appears to be a Western preference for a deductive pattern and a Chinese

preference for an inductive pattern in discourse. Our position is that this issue may be better resolved if it can be approached from a more comprehensive view rather than from a single perspective treating deductive and inductive patterns as two direct opposites. We therefore believe that markedness and cultural schema are two crucial concepts in our approach to the issue.

The notion of markedness (marking), which derives from the work of the Prague School, particularly the linguistic theories of Roman Jakobson and Nikolai Trubetzkoy, is originally an analytical principle in linguistics whereby pairs of linguistic features, seen as oppositions, are given different values of positive (marked) and neutral or negative (unmarked). In its most general sense, this distinction refers to certain linguistic elements which are more basic, natural and frequent (unmarked) than others which are referred to as marked. The notion of markedness also posits that the terms of polar oppositions at any level of language are not mere opposites, but rather that they show an evaluative nonequivalence that is imposed on all oppositions. (cf. Lyons, 1977; Vachek, 1964, 1966; Battistella, 1990)

Over the past years, the concept of markedness has been widely applied in second language acquisition research, discourse analysis and sociolinguistics studies (Rutherford, 1982; Givon, 1979; Myers-Scotton, 1997). Givon (1979:88) defines discourse markedness as "the degree to which a discourse phenomenon constitutes a ***surprise, a break from the communicative norm***. And since the norm may shift during discourse, the degree of communicative surprise is obviously relative to the norm at any given moment". Scotton/Myers-Scotton's (Scotton, 1983, 1988; Myers-Scotton, 1993a, 1993b) studies of code-switching interpret markedness in terms of ***"preference" in linguistic production*** subject to variation and association with cross-community differences in the saliency of relevant socio- and psycholinguistic factors. According to the interpretation, the Markedness Model (Scotton, 1983, 1988; Myers-Scotton, 1993a, 1993b) claims that, for any interaction type and the participants involved, and among available linguistic varieties, there is an "unmarked choice." While there is a continuum of markedness between choices for any given interaction type in a community, one (or more) choice(s) is more unmarked than others, its status

demonstrable by ***frequency***. Discourses including code-switching are no different; that is, they also show an "unmarked choice." (Myers-Scotton, 1997:231)

The above interpretations of the concept of markedness in terms of "frequency of occurrence", "preference in linguistic production" and "a *surprise*, a break from the communicative norm" appears to be very useful "tools" for the observation and explanation of the variation in the use of the inductive vs. deductive patterns in intercultural discourse. It seems that the theory of markedness is and appropriate for the interpretation of the Chinese preference for the inductive strategy in discourse. The following discussion on discourse markedness will thus focus on the notions of **"Frequency of Occurrence", "A Surprise, a Break from the Communicative Norm"** and **"Preference in Linguistic Production"**.

Frequency of Occurrence The results of the qualitative and descriptive aspects of the present study tend to reveal a relatively high frequency of the inductive pattern in the Chinese EFL students' written discourse. This tends to support the assumption that in ordinary discourse the inductive strategy is more frequently used in communication and is therefore an unmarked phenomenon in the Chinese cultural context. The inductive structural pattern is considered an unmarked discourse pattern since the statistical results based on simple frequency count reflects a relatively higher frequency of occurrence of the inductive pattern among Chinese EFL students' essays, suggesting that for the students it is a basic and natural way for structuring argument in discourse. Although the qualitative study only focused on the analysis of the structure of Chinese EFL students' essays without direct comparison with the discourse patterns of native speakers of English, we still assume that the general pattern of distribution of the three types of discourse structures appears typical to the Chinese students and forms a contrast to the Western patterns of discourse. In other words, the inductive pattern is more frequently used, more natural and therefore unmarked in the Chinese students' discourse, featuring a contrast to the deductive strategy which is unmarked in English discourse. This may be indirectly supported with reference to Scollon's explanation of markedness and Western discourse from the perspective of social interaction. It is suggested that the deductive strategy is the

most effective choice and the unmarked way in presenting ideas in Western discourse while the inductive strategy appears to be more marked as it is used only in special cases where the speaker/writer believes that the listener/reader is likely to resist his conclusion (Scollon & Scollon, 1995:85; also see Section 2.3., Chapter 2 Literature Review).

As a major supportive move in the present study, the design of the measurement of the attitudes of informants from different cultural backgrounds and different levels of cross-cultural awareness is intended to gain direct evidence to support the markedness explanation of the variations in the use of inductive vs. deductive structural patterns in Chinese and Western discourse. With an emphasis on the aspects of "preference in linguistic production" and whether a discourse pattern would constitute "a *surprise*, a break from the communicative norm", the investigation used three different kinds of evaluative tasks requiring the informants' first impression responses to the different discourse styles, different essay types and different structural patterns. The results tend to support the markedness hypothesis in these aspects, which is further discussed in the following sections.

A Surprise, a Break from the Communicative Norm The procedures of the investigation are designed to measure the attitudes of the informants at three levels of consciousness, ranging from lower to higher levels of awareness of the discourse styles and discourse structures. The implicitly stated tasks are therefore intended to look at the informants' first-impression responses to discourse tasks in communication. The divergence of the responses to the questions in Task I and Task II appears to reveal that the inductive patterns may constitute a surprise, a break from the communicative norm to the native speakers of English since they have given low ratings to the inductive styles and inductive patterns, suggesting that the communicative task (of writing the essay) can be better performed in the deductive way in the English context. The sloping trends between the 1st year and 4th year students in the responses to the evaluative questions tend to show that EFL students at an advanced learning stage will adopt an attitude closer to that of the native speakers of English as a result of the approximation process of acquiring the cultural patterns

of the target language. This also proves that cross-cultural awareness is an affective factor in people's attitudes towards different discourse styles and patterns. Due to the Chinese informants' formal experience in learning English and their exposure to English language and culture, it is normal that they do not necessarily reject the deductive pattern in the evaluative tasks. Their preference for the inductive pattern, particularly in their responses to the implicitly stated questions, reflects the transfer effect of the habitual discourse pattern from the mother tongue to the writing tasks in English, proving that the inductive style and inductive essay structure is a normal and basic way of patterning in discourse in the Chinese cultural context.

Preference in Linguistic Production The higher degree of preference for the inductive pattern revealed in the three tasks serves as evidence for the explanation of the inductive structure as an unmarked discourse pattern to the Chinese students in terms of the degree of preference in linguistic production. This seems to correspond to the author's previous case study suggesting that the ***"Because of Y, X."*** pattern is a basic characteristic of Chinese information/argument structure at the three levels, i.e. the sentential, the paragraph and the whole essay (Chen, 1999a).

With an analysis of different types of samples from Chinese spoken and written discourse in a case study, the present author (Chen, 1999a) showed that inductive strategies are used in both conversation and essays and they tend to reflect a very similar information/argument structure in which the speaker/writer are apt to supply background information, illustrative examples or explanation of reasons before presenting the main idea /thesis. It is therefore suggested that the observed preference for the inductive strategies in Chinese discourse may be explained as an unmarked discourse phenomenon featuring the naturalness in ordinary Chinese discourse. It is speculated that this may be related to the prominence of topic comment constructions in Chinese, which forms one distinguishing characteristic of Chinese that contrasts with English. While in English, the topic-comment is a marked construction, which is normally restricted for a contrastive relationship or emphasis in discourse, the construction is unmarked in Chinese as it is a basic sentence type that occurs frequently in ordinary discourse. As a result of the feature of topic-prominence,

Chinese learners of English have been shown to transfer the topic-comment structure to their interlanguage of English (see: Rutherford, 1983; Hong, 1994; Yuan, 1995; Chen, 1996,1999c). The fact that topic-prominence is a widespread phenomenon in Chinese discourse reflects from a different perspective that the preference for the information structure of Y,X is probably a feature of Chinese discourse.

Young (1994:70) points out that connective pairs such as "because/as" and "so/therefore" signal a topic-comment relationship between the parts of the ideas or information that they tie together in Chinese discourse. Chad Hansen (1985) gives an insightful explanation about the whole-before-part phenomenon. In his writings on the conceptual structure of Chinese philosophy, he argues that Chinese theories of language adopt a whole-part (holistic) way of dividing things whereas Western models often presume a many-one (individualistic) dichotomy. This reveals that the appearance of "because" and "so" to signal phases in argument bears a remarkable resemblance to the topic-comment configuration and Chinese tend to order the whole or larger framework to precede the parts or elements. This tends to show that the topic-comment structure and inductive pattern in discourse reflect similar Chinese discourse features that demonstrate how Chinese arrange information to cohere sensibly and predictably. The similarity between the topic-comment construction and the inductive pattern in their information/argument structures may serve as further evidence for the claim of the Chinese preference for the inductive structure in their linguistic production.

Markedness The above discussion has applied the notion of markedness for an explanation of the divergence in the preference for the inductive vs. deductive discourse structure between Chinese EFL students and native speakers of English. The concepts of marked vs. unmarked have been considered as an evaluative nonequivalence rather than mere opposites. Battistella (1990:24) points out that "the universality of markedness values is only partial, and the idea of markedness as a completely a priori system is attenuated by the fact that a feature value may receive different markedness assignments in different languages. What is broadly defined and unmarked in one language may be narrowly defined in another. Values are therefore

not fixed, but rather are relative: cultural and linguistic structure acts as a context within which categories are evaluated, occasioning local reversals of general markedness values." The above interpretation of the results of the present study and the discussion of the inductive vs. deductive issue has posited an assumption that the inductive structure is a relatively unmarked discourse pattern and the deductive relatively marked in Chinese discourse and vice versa in English. Such an explanation seems to attenuate previous claims suggesting that the Chinese are inherently inductive while the English are deductive in discourse. The significance of the shift of focus in such an explanatory model is to allow the interpretation of inductive and deductive patterns as two basic patterns of communication featuring the two different cultures yet they are considered as two sets of flexible evaluative values within a general framework of markedness rather than two oppositional patterns across cultures. And, "since markedness may provide clues about a speaker's expectations, intentions, or hidden assumptions, markedness analysis may prove to be useful as well in explicating the dynamics of discourse between individuals or groups operating with different value systems" (Battistella, 1990:199). It is therefore believed that a model of markedness may provide a more adequate explanation for the variations in intercultural discourse patterns.

Cultural Schema It can be assumed that in this explanatory model, various factors of the cultural schema are playing filtering roles in the maintenance of the evaluative relationship. The understanding of the role of cultural schema in creating and maintaining this relationship will give us a clearer picture of the model of markedness. van Dijk (1997: 12-13) explains the schematic structure or superstructure as an abstract sense, in which we may analyze a discourse in terms of a number of typical formal categories and their specific order and function, much like we do when we analyze a sentence in terms of subject, object, etc. Thus, many types of discourse can be observed to begin with a summary and end with a conclusion. Arguments may consist of various premises and a conclusion, and stories may be abstractly composed of categories among which a complication and a resolution appear to be crucial. That is, together with their style, various genres may be described in terms of these typical

schematic categories.

In intercultural discourse, the role of the schema can be seen as a pre-existing knowledge structure in memory. The structure functions like familiar patterns from previous experience that we use to interpret new experiences. Everyone has had the experience of surprise when some assumed component of an event is unexpectedly missing. We develop our cultural schemata in the contexts of our basic experience. It is almost inevitable that our background knowledge structures, our schemata for making sense of the world are culturally determined (cf. Yule 1996:85-87). We therefore assume that the cross-cultural variations in the evaluation and production of the discourse patterns are determined by the schematic structures of the cultures involved in intercultural communication. In this context, we believe that the studies from social-cultural, social-historical and social-psychological perspectives and various other dimensions as those reviewed in this study can be incorporated into the cultural schema. In the following presentation of the explanatory model of markedness for intercultural discourse, the notion the cultural schema will therefore be treated as one of the basic components of a general framework for the cross-cultural evaluation and production of discourse patterns.

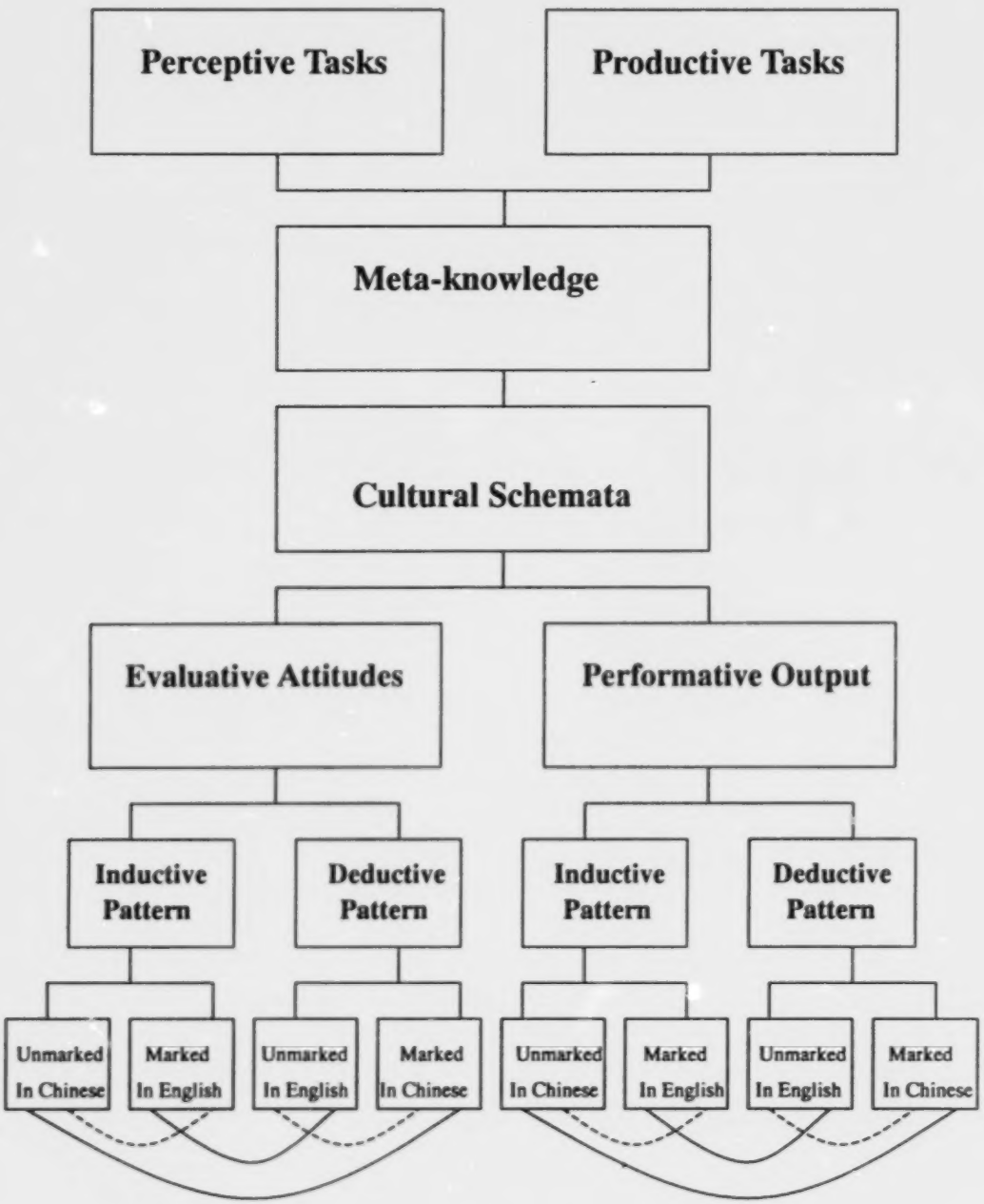
5.3. An Explanatory Model of Markedness for Intercultural Discourse

Based on the results of the structural analysis and the investigation, the interpretation and discussion have suggested an explanatory model of markedness for intercultural discourse, which is the final goal of the research. The explanatory model is not intended to contradict findings of previous research, but rather to incorporate the results of previous studies into a more comprehensive framework for the interpretation of the inductive vs. deductive issue in Chinese and Western discourse. The following is a presentation of the model in graphic form:

Figure 5.1.

An Explanatory Model of Markedness

for Intercultural Discourse



The above explanatory model presents a general framework in the form of a flow-chart-like figure which starts with two general types of communicative tasks (i.e., perceptive tasks, referring to listening and reading tasks, and productive tasks, the speaking and writing tasks), in the process of intra-cultural and intercultural communication. The fulfillment of the tasks requires the application of meta-knowledge in linguistic production and comprehension, which is in turn filtered by the cultural schemata that generate potential intra-cultural and intercultural variations in the performative output of discourse patterns and evaluative attitudes towards different discourse patterns. The potential intra-cultural and intercultural variations in discourse patterns and evaluative attitudes can be interpreted as marked and unmarked within one culture and across cultures. The curve lines below the bottom squares are used to reveal the relationship of relativity between the inductive and deductive patterns in discourse, which have been studied and discussed in terms of relative frequency of occurrence, the norm and surprise effect in communication and the preferred pattern in different cultures. The unbroken curve lines suggest that the communicative effect of the inductive and deductive discourse patterns in intra-cultural communication may be more easily readjusted in the process of interaction and seldom cause communication failure since communication participants from the same language culture share the same sets of linguistic meta-knowledge and the same schemata. The broken curve lines are used to indicate the potential communication failure in intercultural communication due to the divergence in discourse markedness as a result of the cross-cultural variations in cultural schemata.

In this explanatory framework, the inclusion of the notions of meta-knowledge and cultural schema as major components of the model of markedness suggests that the present study is a natural extension of previous studies on the cross-cultural variations in discourse patterns. Many of the studies reviewed at the beginning of this dissertation have contributed to the understanding of the cross-cultural variations of the Chinese and English cultural schemata, which has provided the present study with the foundation, suggestion and motivation for research. In this sense, the cultural schema in our model is an open "apparatus" capable of absorbing all the findings of

previous studies and relevant cultural information and knowledge as filters in the process of intercultural communication. Since the present study only focuses on the evaluative aspect, i.e., the markedness aspect of the model, there is no need to include all the previous findings in these aspects in our discussion due to the limit of space. (Please see Section 2.2, Chapter 2 Literature Review, for some of the previous findings that contribute to the understanding of the cultural schema). The major contribution of the present research lies in its analysis of the performative output revealed in the distribution patterns of different discourse structures used by Chinese EFL students and a comparison of the evaluative attitudes of Chinese EFL students and native speakers of English towards the different discourse styles and patterns from a markedness perspective. This will be further discussed in the following section.

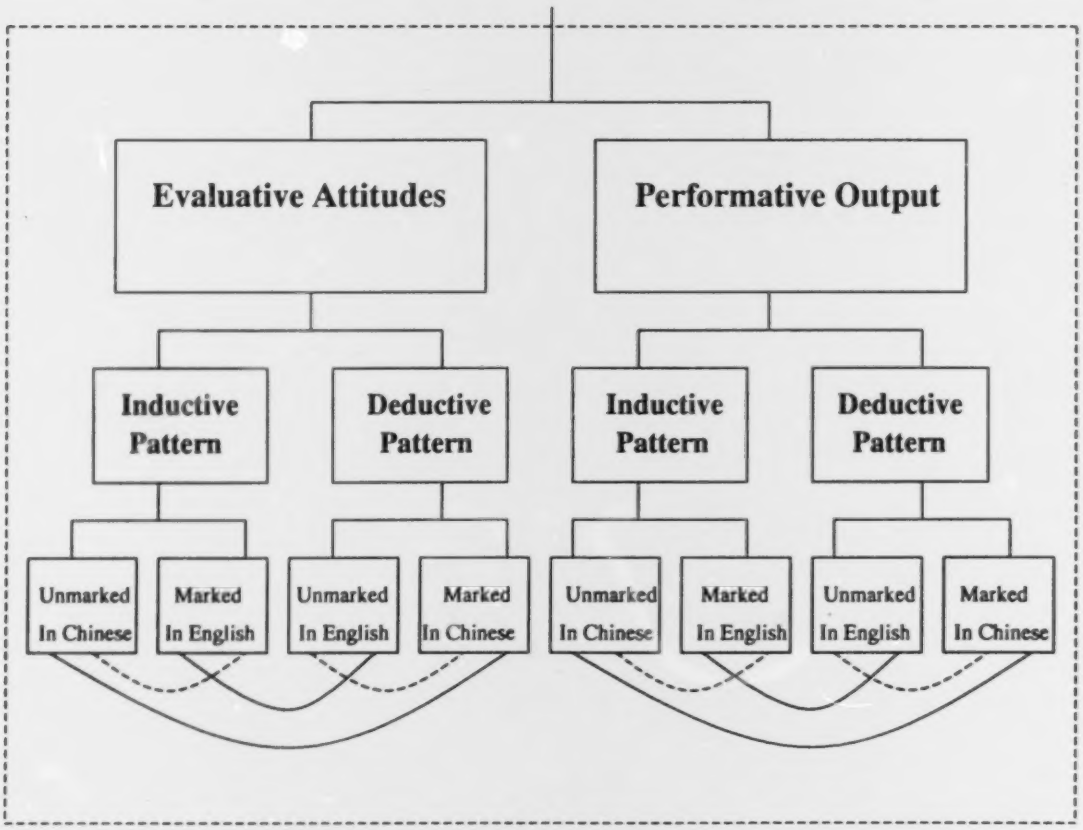
5.4. Major Contributions of the Study

Much of the discussions and many of the claims regarding cross-cultural variations in discourse patterns have relied on qualitative analysis with anecdotal examples. The findings in these studies have contributed to an understanding of the cross-cultural variations of Chinese and Western discourse from the socio-cultural, socio-historical, socio-psychological perspectives, enriching the dimensions of the cultural schemata. However, few have focussed on larger scale survey and analysis based on homogenous data. The present study therefore adopts a combination of research methods using qualitative, quantitative descriptive and survey designs in order to suggest a more comprehensive and flexible view of the issue regarding the variations of the preference for inductive vs. deductive discourse patterns across Chinese and Western cultures. The result is an explanatory model of markedness for the interpretation of the cross-cultural variations in the preference of discourse patterns, backed up by qualitative as well as quantitative data and statistical analysis. Referring to the model, the present study can be seen to have focussed more on the analysis of concrete essays (the performative outputs) and a survey of the preference

for different discourse patterns (the evaluative attitudes), which is presented by the lower half of the diagram. The following segmented diagram shows the major areas of the present research, which are enclosed by a dotted-line-square. (See Figure 5.2. Major Contributions of the Study):

Figure 5.2

Major Contributions of the Study



The above diagram clearly shows the two major components of the study, the qualitative aspect focusing on an analysis of the performative outputs (essays) of Chinese EFL students in terms of discourse structures and the survey investigating the evaluative attitudes of informants from both Chinese and British/American cultural backgrounds to different discourse patterns. The significance of the study lies in the

proposal of an explanation which enables us to see the variations of intercultural discourse patterns as sets of flexible values sensitive to cultural experience and cross-cultural awareness within a general framework of discourse markedness rather than direct cultural opposites in intercultural communication. The implications are further discussed in the following section.

5.5. Implications of the Present Study

People tend to assume the association of a culture or a people with a fixed image or a stereotype. Therefore, views about cross-cultural variations in discourse styles and patterns easily turn into stereotypes. For instance, the view that Chinese are inherently inductive and Westerners are deductive has become a stereotypical view of the Chinese and Westerners, which has been proved to be not totally true due to various social, psychological and contextual factors in the process of discourse. The present study attempts to posit a view that cross-cultural variations between Chinese and English discourse should be interpreted through a more flexible approach which is able to take into consideration cultural experience and cross-cultural awareness of the participants in intercultural communication contexts. The explanatory model of markedness suggests that although the variations in the output and evaluative attitudes of the inductive vs. deductive discourse patterns remains a discrepancy between the Chinese and English cultures at the performance level, yet the markedness values are not fixed. They are, rather, sensitive to the cultural schemata which are adaptive to social-cultural and social-economic changes.

The results of the study therefore have significant implications for studies in intercultural communication. For instance, the inductive pattern is unmarked as it frequently occurs in Chinese discourse and is perceived as a natural way of communication that does not constitute a surprise or a break of the communication norm in the Chinese cultural context. Such a phenomenon will form a contrast to the Western perception of the inductive pattern as a marked discourse phenomenon and may reflect the differences in cultural schemata, which would become one potential

area of miscommunication between people from the two cultures. There seems to be a co-variation relationship between the cultural schemata and the markedness values of discourse patterns. In the process of the globalization of economy, the rapid social-economic changes will inevitably bring about the changes in people's values and attitudes. We therefore believe that studies from both perspectives, one featuring conceptual analysis of various social-historical and social-cultural factors and the other focusing on the evaluation of cultural attitudes and values, are equally important to a better understanding of the process of intercultural communication.

5.6. Limitations of the Present Study

The present research has focussed on a study of Chinese EFL student's written discourse. Although informants from both Chinese and English cultural backgrounds were invited to evaluate the discourse styles and structures, the resulting generalizations and claims regarding intercultural discourse patterns are partial and indirect. This is due to the fact that the style and structure of a type of essay can only represent one dimension of written discourse. Also due to the limitation of resources, we have not been able to collect written samples from students of an English cultural background for a direct comparison of the discourse structures used. The analysis can only be based on written samples from Chinese EFL students, with reference to the results of other studies. Inferences made about the structural differences are therefore indirect. In the evaluative tasks, although native speakers of English teaching and studying in China participated in the investigation, it would have been ideal to carry out part of the investigation in English speaking countries so as to minimize the effect of the native English speakers' cross-cultural experience in China. However, such major limitations of the present study remain motivations for further research in this area.

Chapter 6

Conclusion

Chapter 6

Conclusion

6. 1. Major findings of the Study

The purpose of the study has been fulfilled through an analysis and description of the discourse structures of 363 English essays written by Chinese EFL students and an investigation of the evaluative attitudes of Chinese and British/American informants towards different discourse styles and structures. The distribution patterns of the structures of the essays revealed in the qualitative analysis tend to support the assumption that the inductive structure is a preferred structural type to students of Chinese cultural background in their written discourse. The statistical analyses of the results from the investigation tend to confirm the hypothesis that Chinese EFL students have a higher degree of preference for the inductive pattern in written discourse in English than native speakers of English. The interpretation and discussion of the results in the previous chapter reveal the major findings of the present study as follows:

(1) **Preference for Inductive vs. Deductive Structure** The qualitative analysis reveals that *the preference for the inductive structure among Chinese students can be observed in both paragraph structure and the structure of the whole essay*. The result of the identification of the structural types according to the analytical framework shows that over half of the students (53.72%) used the inductive essay structure or the inductive paragraph structure in their writing assignment, suggesting that *Chinese EFL students tend to prefer the inductive strategy in argumentative discourse*. Since 83% of the native speakers of English as informants reported that they prefer to follow a deductive structural pattern in writing an essay of the same topic (see Section 4.2.3.1. and

Table & Figure 4.1.), it can be assumed that the writing assignment would normally require the deductive structure in the English cultural context. This further confirms previous claims regarding the variations of the preference for discourse structures between Chinese and Western culture.

(2) **Implicitly vs. Explicitly Stated Questions** The five bi-polar scales in Task I of the Questionnaire are actually five questions eliciting the informants' responses to different discourse styles. The inductive vs. deductive styles are **implicitly** expressed in the first three questions in terms of the contrasts between "a conversational style vs. a strictly organized sequence", "expression of personal feeling vs. direct reasoning" and "reference to other ideas vs. focus on one subject". The results appear to show that *Chinese EFL students tend to prefer "a conversational style", "the expression of personal feelings" and "reference to other ideas" while native speakers of English would prefer "a strictly organized sequence", "direct reasoning" and "focus on one subject" in writing the essay. Such discourse strategies adopted by Chinese students have been reported to result in the presentation of ideas or arguments which often seem indirect, unconnected and irrelevant in the eyes of the Western reader* (Matalene, 1985; Cai, 1993 etc.). *The stylistic preference of advanced EFL learners appears to reveal a tendency that Chinese EFL students' attitudes are gradually moving closer to that of the native speakers of English, strongly suggesting that the process of learning a foreign language is not just one of acquiring the linguistic competence of the target language but also a process of approximation towards the target language culture.*

However, the results reveal an interesting trend in Question 4 and Question 5 which **explicitly** state the metaknowledge in essay writing. The statistical tests of the mean scores of the questions show that there are no significant differences between the three groups, and in Question 4 both

groups of the EFL students even give lower scores to the preference for the inductive style than native speakers of English. Since the questions ask about the "specific to general vs. general to specific" and "examples prior to thesis vs. thesis followed by illustrations", are more directly involved with the metaknowledge of essay structure and skills in writing, it is speculated that *there appears to be an overgeneralization effect in the application of the meta-knowledge among the Chinese EFL students in their responses to* ***explicitly*** *stated questions in the rating tasks.* It can be assumed that the Chinese informants would inevitably bring with them technical knowledge into their responses to the questionnaires, as the English course in Chinese schools normally puts an emphasis on teaching the knowledge of writing English composition in a deductive way and students should have been fully fed with the knowledge of the "English style" in class. It seems impossible that they would not be guided by their metaknowledge of the English essay when answering the questions that involve the **explicit** knowledge in writing an English essay. This tends to support the findings of Sasaki and Hirose's recent study on the explanatory variables for EFL students' expository writing, claiming that students' metaknowldge is a significant variable in explaining the L2 writing ability variance (Sasaki & Hirose, 1996:137-174).

(3) **Covert vs. Overt Evaluations** Task II of the Questionnaire was intended as a **covert** evaluation of the students' essays where the informants are kept unaware of the structural framework of the essays aiming at the general impression of the essays without the informants' awareness of the purpose of the investigation. This is based on the assumption that users of English from different cultural backgrounds will have different evaluative attitudes towards the different discourse patterns under normal situations due to their cultural schema. The results reveal *an interesting tendency that although the three groups of informants appear to have different*

degrees of preference for the inductive structure, they may not necessarily reject the deductive discourse structure.

Since the deductive organization is a basic structure in both English and Chinese argumentative writing, both the Chinese and English informants in the investigation were therefore not expected to reject it. In other words, rejection of the deductive structure should not be taken as a precondition for Chinese EFL students' preference for the inductive structure. However, *the significant difference between the Chinese EFL students at the early learning stages and the native speakers of English in their evaluation of the essays with inductive patterns reflects a contrast between the impressions, views and attitudes towards the inductive discourse pattern from people of different cultural backgrounds*. This is consistent with previous claims regarding the Chinese vs. the Western cross-cultural variations in the preference of discourse patterns.

With Chinese EFL students at an advanced learning stage as a moderator variable in the investigation, an interesting finding is that the 4th year English majors rated the essays with inductive pattern even lower than the native speakers of English. Since the 1st year students had just entered university from high school, they can be seen to represent Chinese students with a limited knowledge of English culture and little awareness of the cross-cultural differences between Chinese and English discourse patterns. However, due to the fact that the 4th year students had received 3 years of formal education in an English course offered by the English Department of a Chinese university, they should be at a relatively high level of awareness and understanding of the English language and culture. The two groups of students were therefore expected to have different evaluation attitudes towards discourse patterns. The performance of the 4th year English majors here may be another consistent indication of an overgeneralization or hypercorrection effect as a result of their metaknowledge of the normal pattern of English written discourse.

While Task II was a covert evaluation of the essays, Task III was planned as an **overt** evaluation requiring the informants' comparison of different discourse structures and asking the informants to make a preferred choice between two essays which are provided with analytical frameworks showing the structure of the essay. The purpose was to make sure that the informants were totally aware of the structural differences of the essays being compared. *The* **overt** *comparison of the inductive and deductive structural patterns between the three groups shows that there is a higher level of preference for the inductive pattern among Chinese students than native speakers of English. The decrease of preference for the inductive pattern among Chinese EFL students appears to correspond with an increase of the level of understanding of the English language and culture and the level of cross-cultural awareness. This suggests that the distributions of the choices of inductive/deductive structure at a conscious level are not random among the three groups of informants, reflecting a relationship between the preference of discourse patterns and cultural experience and cross-cultural awareness of the English language and culture, i.e., the decrease/increase in the degree of preference for the inductive/deductive pattern in written discourse corresponds with the variations of cultural experience and cross-cultural awareness of the informants.* The fact that the deductive structure generally enjoys a higher frequency among the three groups in the **overt** comparison of the inductive vs. deductive structural framework further confirms the assumption that although the three groups of informants appear to have different degrees of preference for the inductive structure, they may not necessarily disapprove of the essays with deductive discourse structure.

6. 2. Major Contributions to the Theory and Practice in Intercultural Discourse Studies

One of the major contributions emerging from this study is the proposal of an explanatory model of markedness for intercultural communication based on the analysis of variations in the preference of the inductive vs. deductive discourse patterns between Chinese EFL students and native speakers of English. The application of the notion of markedness for an explanation of the divergence in the preference for the inductive vs. deductive discourse structure across Chinese and English cultures has focused on an analysis of students' essays and the measure of evaluative attitudes among informants of different cultural backgrounds, based on the criteria of "frequency of occurrence", "preferred linguistic production" and "a surprise, a break from the communicative norm." The incorporation of the concept of cultural schema which plays the filtering roles in the maintenance of the evaluative relationship helps create a more comprehensive framework capable of explaining the cross-cultural variations in the production and evaluation of the discourse patterns in terms of culturally pre-determined schematic structures in Chinese and English.

The significance of the model therefore lies in its ability to interpret and explain cross-cultural variations in the evaluative attitudes and production of discourse patterns as an evaluative nonequivalence rather than mere opposites. Markedness of discourse structures are is seen as relative rather than fixed values in intercultural discourse. Such an explanation seems to attenuate previous claims suggesting that the Chinese are inherently inductive while the British/Americans are deductive in discourse. The importance of the shift of focus in such an explanatory model is to allow the interpretation of inductive and deductive patterns as two basic patterns of communication featured in the two different cultures yet considered as two sets of flexible evaluative values within a general framework of markedness rather than two oppositional patterns across cultures. This tends to support the claim that "since markedness may provide clues about a speaker's expectations, intentions, or hidden

assumptions, markedness analysis may prove to be useful as well in explicating the dynamics of discourse between individuals or groups operating with different value systems" (Battistella, 1990:199).

The study therefore has significant implications for studies in intercultural communication. For instance, the inductive pattern is unmarked as it frequently occurs in Chinese discourse and is perceived as a natural way of communication that does not constitute a surprise or a break of the communication norm in the Chinese cultural context. Such a phenomenon will form a contrast to the Western perception of the inductive pattern as a marked discourse phenomenon and may reflect the differences in cultural schemata, which would become one potential area of miscommunication between people from the two cultures. There seems to be a co-variation relationship between the cultural schemata and the markedness values of discourse patterns. Since social-cultural changes will inevitably bring about changes in peoples values and attitudes, it is therefore suggested that studies from both perspectives, one featuring conceptual analysis of social-cultural and social-historical factors and the other focusing on the evaluation of cultural attitudes and values, are equally important to a better understanding of the process of intercultural communication.

One of the purposes of the study is to contribute to the development of research methods for intercultural communication studies. Much of the discussion and many of the claims regarding cross-cultural variations in discourse patterns have relied on qualitative analyses with anecdotal examples. The present study adopts a combination of research methods using both qualitative, quantitative descriptive and survey designs, which appear to be effective in analyzing the discourse structures of students' essays and in measuring the evaluative attitudes of informants having different cultural backgrounds and cross-cultural experience. The methods used in this study may serve as reference for future research design in this field of study.

6. 3. Suggestions for Further Research

Due to the limitation of resources, it was not possible to collect written samples from students of British/American cultural background for a direct comparison of the discourse structures across cultures. Inferences made about the structural differences are therefore indirect. In the evaluative tasks, although native speakers of English teaching and studying in China participated in the investigation, it would have been preferable to have native English students in English speaking countries as informants so as to minimize the effect of cross-cultural experience of the native English speakers actually used. However, these limitations may serve as motivations for further research in this area. It is therefore suggested that further experimental studies based on direct comparison of spoken as well as written discourse patterns be conducted to test the tentative explanatory model of markedness proposed in this study. Since the study only focuses on one type of written discourse, it is desirable to extend the research to other types of discourse in the future. It would also be an interesting topic to look at the discrepancy between the effects of formal teaching of the metaknowledge of language and culture and the students' performance in intercultural discourse. Since China is undergoing rapid social and economic changes, it would be important to probe the impact of the changes on people's social attitudes and values in intercultural communication.

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Appendixes

Appendix 1. Description of the Structural Types of the Essays

Short Forms Used in the Description:

Paragraph Structure:

- IR -- Introductory Remarks
- TS -- Thesis Statement
- IP -- Inductive Paragraph
- DP -- Deductive Paragraph
- DS -- Listing of Details
- RE -- Restatement

Essay Structure:

- IND -- Inductive Structure
- DIP -- Deductive Frame with Inductive Paragraph Structure
- DED -- Deductive Structure

Signs Used in the Description:

- , -- paragraph boundary
- + -- within the same paragraph

(1) Essays with Inductive Structure (Total: 115 essays with inductive structure)

Serial Number	Number of Paragraphs	Paragraph Structures	Types of Essay	Serial Number	Number of Paragraphs	Paragraph Structures	Types of Essay
o102	4	IR,IP,DP,TS	IND	o317	1	IR+IP+TS	IND
o105	1	IR+DS+TS	IND	o401	3	IR+DS,IP,TS	IND
o109	3	DS,DS,TS	IND	o402	6	IR,IP,IP,IP,IP,TS	IND
o112	1	IR+DS+TS	IND	o406	2	IR+DP,TS	IND
o113	2	IR,DS+TS+DS	IND	o407	5	IR,DS,DP,DP,TS	IND
o201	3	IR,IP,TS	IND	o417	3	IR,DS,TS	IND
o202	1	IR+DS	IND	o503	4	IR,IP,IP,TS	IND
o209	4	IR,DP,DP,TS	IND	o508	2	IR+IP,IP	IND
o211	2	IR+DS,DP	IND	o510	2	IR,DS	IND
o220	4	IR,DS,DS,DS,	IND	o511	5	IR,DS,DP,DS,TS	IND
o301	4	IR,DS,DS,DS,	IND	o513	3	IR,DP,DS,	IND
o304	3	IR,DP,DP	IND	o603	3	IR,DS,TS	IND
o307	5	IR,DP,DS,DS,TS	IND	o605	4	IR,DS,IP,TS	IND
o309	6	IR,IR,DS,DS,DS,DS	IND	o606	3	DS,DS,TS	IND
o311	1	IR+DS+TS	IND	o607	3	IR,DS,TS	IND
o312	5	IR,IR,IP,IP,TS	IND	o611	3	IR,IP,TS	IND
o314	5	IR,IR,DP,DS,TS	IND	o614	4	IR,DS,DS,DS+TS	IND

o701	4	IP,DS,DS,TS	IND		1707	5	IR,DS,DS,DS,TS	IND
o702	2	IP,IP	IND		1709	5	IR,DP,DS,DS,TS	IND
o704	3	IR,DP,TS	IND		1713	5	IR,DS,DS,DS,DS,	IND
o705	2	IR,DS+TS	IND		1801	1	IP	IND
o706	5	IR,IP,DS,DS,TS	IND		1802	5	IR,IP,DS,IP,TS	IND
o708	3	IR,DS,DS	IND		1803	4	IP,IP,DS,TS,RE	IND
o711	1	DS+TS	IND		2002	4	DS,IP,IP,TS	IND
o712	5	IR,DS,DS,DS,TS	IND		2003	4	IR+IP,DS,DS,TS	IND
o715	2	IR,DS	IND		2101	3	IR,DS,IP+TS	IND
o716	3	IR+IP,DP,TS	IND		2102	1	IR+DS+TS	IND
o718	5	IR,DS,DS,DS,TS	IND		2201	1	DS+TS	IND
o809	5	IR,DS,DS,DS,DS+TS	IND		2205	4	DS,DS,IP,TS	IND
o813	5	IR,IR,IP,IP,TS	IND		2211	5	IR,IP,DS,DS,DS	IND
o902	6	IR,IP,DS,DS,DS,TS	IND		2212	1	IR+DS	IND
o904	5	IR,IP,DS,DS,TS	IND		2214	2	IR+IP,DS	IND
1003	4	IP,IP,IP,TS	IND		2303	1	IP+TS	IND
1101	5	IP,IP,IP,TS,RE	IND		2404	4	IR,DS,DS,DS	IND
1202	4	IR,DS,DS,TS	IND		2508	2	IP,DP+TS	IND
1204	2	IR+IP,IP	IND		2511	1	IP	IND
1206	2	DS,DS	IND		2512	6	IR,IR,DP,DP,DP,TS	IND
1208	9	IR,DS,DS,DS,DS,DS,DS,DS,TS	IND		2602	4	IR,DP,DP,DP	IND
1210	3	IR+DS,DS,TS	IND		2605	4	DP,DP,IP,TS	IND
1216	5	DP,DP,DP,DP,TS	IND		2609	8	IR,DS,DS,DS,DS,DS,DS,TS	IND
1302	4	IR,DS,DS,DS,	IND		2701	4	IR,DP,DP,DP	IND
1306	4	IP,DS,DS,TS	IND		2703	4	IP,IP,IP,TS	IND
1307	2	IP,IP+TS	IND		2704	4	IR,DS,DP,DS	IND
1308	2	IP,IP+TS	IND		2705	5	IR,DS,DS,DS,TS	IND
1309	8	IR,IP,DS,IP,DS,DS,DS,TS	IND		2706	4	IR,IP,DS,TS	IND
1312	4	IP,DS,DS,TS	IND		2801	4	IR,DS,DP,TS	IND
1313	6	IR,DS,DS,DS,DS,DS	IND		2803	3	IR,DS,TS	IND
1404	5	IR,DP,DP,DP,TS+RE	IND		2804	3	DS,DS,DS+TS	IND
1502	3	IR,DS,TS	IND		2807	4	DS,DS,DP,IP	IND
1503	5	IR,DP,DS,DP,TS	IND		2901	5	IR,DS,DS,DS,TS	IND
1603	4	IR,IP,IP,TS	IND		2905	2	IR+DS,IP	IND
1604	4	IR,DP,IP,TS	IND		2909	4	IR,DS,DS,DS	IND
1605	1	IR+IP	IND		3101	5	IR,DP,DP,DP,DP	IND
1607	5	IR,DP,DS,DS,TS	IND		3202	3	IR+IP,IP,DS	IND
1608	5	DS,IP,DS,DS,TS	IND		3205	2	IR+DS,TS	IND
1701	2	DP,DS+TS	IND		3209	3	IR,DS,TS	IND
1702	3	IR,DS,TS	IND		3403	4	IR,IP,DP,TS	IND
1703	1	IR+DS	IND					

(2) Essays of Deductive Frame with Inductive Paragraphs							(Total: 80 DIP essays)	
Serial Number	Number of Paragraphs	Paragraph Structures	Types of Essay		Serial Number	Number of Paragraphs	Paragraph Structures	Types of Essay
o103	3	IR+TS,IP,RE	DIP		o801	3	IR+TS,IP,IP	DIP
o104	6	TS,IP,IP,IP,IP,RE	DIP		o806	7	IR,TS,IP,IP,IP,DS,RE	DIP
o111	7	TS,IP,IP,IP,IP,DS,RE	DIP		o901	1	IR+TS,IP,IP	DIP
o119	3	IR+TS,IP,IP	DIP		1001	1	IR+TS+IP+RE	DIP
o120	6	IR+TS,IP,IP,IP,RE	DIP		1103	5	TS,IP,IP,IP,RE	DIP
o121	5	IR+TS,IP,IP,DS,RE	DIP		1203	5	IR,TS,IP,IP,RE	DIP
o205	6	TS,IP,IP,DS,IP,RE	DIP		1205	3	TS+IP,IP,RE	DIP
o207	5	IR+TS,IP,IP,DS,RE	DIP		1207	4	IR+TS,IP,IP,RE	DIP
o208	4	TS,IP,DS,RE	DIP		1214	4	TS,IP,IP,RE	DIP
o212	6	IR+TS,IP,IP,IP,DS,RE	DIP		1301	5	TS,IP,IP,DS,RE	DIP
o213	6	IR+TS,IP,IP,IP,DS,RE	DIP		1303	3	IR+TS,IP,IP+RE	DIP
o217	3	IR,+TS,IP,RE	DIP		1310	4	IR+TS,IP,IP,RE	DIP
o221	5	TS,IP,IP,DS,RE	DIP		1311	5	IR+TS,IP,IP,DS,RE	DIP
o302	3	TS,IP,DS	DIP		1314	7	IR+TS,DS,IP,IP,DS,DS,RE	DIP
o305	5	IR+TS,IP,IP,DS,RE	DIP		1317	3	IR+TS,IP,RE	DIP
o308	3	IR+TS,IP,IP,RE	DIP		1403	4	TS,IP,IP,RE	DIP
o315	2	TS+IP,IP,	DIP		1406	3	IR+TS,IP,IP	DIP
o316	6	TS,IP,IP,IP,IP,RE	DIP		1505	4	IR+TS,IP,IP,IP	DIP
o318	2	TS+IP,IP+RE	DIP		1511	5	IR+TS,IP,IP,RE	DIP
o319	6	IR,TS,DP,IP,IP,RE	DIP		1512	4	IR+TS,IP,IP,IP	DIP
o321	4	TS,IP,IP,RE	DIP		1513	5	TS,IP,IP,IP,RE	DIP
o322	5	IR+TS,IP,IP,DS,RE	DIP		1601	2	IR+TS+IP,RE	DIP
o323	4	IR+TS, IP,IP,RE	DIP		1606	2	IR+TS,IP	DIP
o325	1	TS+IP+RE	DIP		1609	5	TS,IP,DS,IP,RE	DIP
o405	3	TS,IP,RE	DIP		1705	4	IR+TS,IP,IP,RE	DIP
o411	2	IR+TS+IP,RE	DIP		1708	5	IR+TS,IP,IP,DS,RE	DIP
o418	6	TS,DS,IP,IP,IP,RE	DIP		2104	4	IR+TS,IP,DS,IP	DIP
o420	5	TS,DP,IP,IP,IP,	DIP		2107	6	TS,IP,IP,DS,DS,IP	DIP
o501	6	IR,TS,IP,IP,DS,RE	DIP		2111	5	IR+TS,IP,IP,IP	DIP
o502	2	IR+TS,IP	DIP		2305	5	IR+TS,DS,IP,IP,IP,RE	DIP
o507	4	TS,IP,IP,RE	DIP		2402	3	IR+TS,IP,IP+RE	DIP
o515	5	IR+TS,DP,IP,IP,RE	DIP		2501	2	TS,IP	DIP
o516	5	TS,DS,IP,IP,RE	DIP		2503	1	TS+IP	DIP
o518	2	TS,IP	DIP		2506	6	TS,IP,IP,IP,IP,RE	DIP
o520	3	TS,IP,IP	DIP		2507	6	TS,IP,IP,IP,IP,RE	DIP
o601	1	TS+IP+RE	DIP		2510	4	TS,IP,IP,DS	DIP
o602	2	IR+TS,IP+RE	DIP		2611	5	TS,IP,IP,DS,RE	DIP
o610	3	TS,IP,RE	DIP		2805	3	IR+TS,IP,RE	DIP
o703	5	TS,IP,IP,IP,RE	DIP		2904	2	TS,IP	DIP
o709	4	IR+TS,IP,IP,RE	DIP		3211	4	IR,TS,IP,IP+RE	DIP

(3) Essays with Deductive Structure				(Total: 168 essays with deductive structure)			
Serial Number	Number of Paragraphs	Paragraph Structures	Types of Essay	Serial Number	Number of Paragraphs	Paragraph Structures	Types of Essay
o101	5	TS,DP,DP,DP,RE	DED	o512	5	TS,DS,DP,DP,DS	DED
o106	4	TS,DP,DP,DP,	DED	o514	6	IR+TS,DS,DS,DS,DS,RE	DED
o107	5	TS,DP,DP,DP,RE	DED	o517	4	TS,DP,DP,DP	DED
o108	1	TS+DS+RE	DED	o519	5	TS,DS,DS,DS,RE	DED
o110	6	IR,TS,DP,DP,DP,RE	DED	o604	5	IR+TS,DP,DP,DP,RE	DED
o114	4	TS,DP,DP,RE	DED	o608	4	TS,DP,DP,RE	DED
o115	4	TS,DP,DP,RE	DED	o609	3	TS,DS,RE	DED
o116	2	TS+DS,RE	DED	o612	4	IR+TS,DP,DP,RE	DED
o117	2	IR,TS+DS	DED	o613	1	IR+TS+DS	DED
o118	5	IR+TS,DP,DP,DP,RE	DED	o615	4	TS,DP,DP,RE	DED
o203	5	IR+TS,DP,DP,DS,RE	DED	o616	5	IR+TS,DP,DP,DP,RE	DED
o204	5	IR+TS,DP,DS,DP,RE	DED	o707	5	IR+TS,DP,DP,DP,RE	DED
o206	5	IR+TS,DP,DP,DP,RE	DED	o710	5	IR+TS,DP,DP,DS,RE	DED
o210	4	IR+TS,DP,DP,DP	DED	o713	4	TS,DS,DP,RE	DED
o214	2	TS+DS,RE	DED	o714	4	TS,DS,DS,RE	DED
o215	3	TS,DS,RE	DED	o717	5	TS,DS,DS,DS,RE	DED
o216	6	IR+TS,DP,DP,DP,RE,RE	DED	o802	3	TS,DP,DP	DED
o218	6	TS,DP,DP,DP,DP,RE	DED	o803	2	TS+DS,RE	DED
o219	5	TS,DP,DP,DS,RE	DED	o804	4	IR+TS,DS,DS,RE	DED
o303	3	TS,DP,RE	DED	o805	2	TS+DS,DS	DED
o306	2	TS,DS	DED	o807	4	IR+TS,DP,DP,RE	DED
o310	5	TS,DS,DP,DS,RE	DED	o808	3	IR+TS,DS,DS+RE	DED
o313	4	IR+TS,DS,DS,RE	DED	o810	5	TS,DP,DP,DP,RE	DED
o320	5	IR+TS,DP,DP,DP,RE	DED	o811	5	TS,DP,DP,DP,RE	DED
o324	1	IR+TS+DS	DED	o812	4	TS,DP,DP,RE	DED
o403	7	IR+TS,DS,DS,DP,DS,DS,RE	DED	o903	5	IR+TS,DP,DP,DP,RE	DED
o404	5	IR+TS,DP,DS,DS,RE	DED	1002	5	TS,DS,DS,DS,RE	DED
o408	5	IR+TS,DP,DP,DP,RE	DED	1102	6	TS,DS,DS,DS,DS,RE	DED
o409	5	IR+TS,DP,DP,DP,RE	DED	1201	5	TS,DS,DS,DS,RE	DED
o410	3	TS,DP,DP,	DED	1209	3	TS,DS,RE	DED
o412	4	IR+TS,DP,DP,RE	DED	1211	4	IR+TS,DP,DP,DS	DED
o413	3	IR,TS+DS,RE	DED	1212	4	IR+TS,DP,DP,DS+RE	DED
o414	4	IR+TS,DP,DP,RE	DED	1213	5	IR+TS,DP,DP,DS,RE	DED
o415	4	TS,DS,DS,RE	DED	1215	3	TS,DS,DS+RE	DED
o416	1	IR+TS+DS+RE	DED	1304	6	TS,DS,DS,DS,DS,RE	DED
o419	5	IR+TS,DP,DP,DP,RE	DED	1305	6	TS,DP,DS,DS,DS,DS+RE	DED
o421	6	TS,DP,DP,DP,DP,RE	DED	1315	4	IR+TS,DS,DP,RE	DED
o504	3	TS,DP,RE	DED	1316	5	IR+TS,DS,DS,DS,RE	DED
o505	7	TS,DS,DS,DS,DS,DS,RE	DED	1401	4	IR+TS,DP,DP,RE	DED
o506	5	TS,DP,DS,DS,RE	DED	1402	4	IR+TS,DP,DP,RE	DED
o509	5	TS,DP,DP,DS,RE	DED	1405	6	IR,TS,DS,DS,DS,DS,RE	DED

1407	4	IR+TS,DS,DP,RE	DED		2401	3	TS+DP,DP,DS	DED
1408	6	TS,DS,DS,DS,DS,RE	DED		2403	2	IR+TS+DS,RE	DED
1501	5	TS,DS,DS,DS,RE	DED		2502	3	IR,TS+DS,RE	DED
1504	6	IR+TS,DS,DS,DS,RE	DED		2504	3	IR+TS,DP,DP	DED
1506	1	TS+DS+RE	DED		2505	2	IR+TS,DS	DED
1507	1	IR+TS+DS+RE	DED		2509	5	IR+TS,DP,DP,DP,RE	DED
1508	4	IR+TS,DP,DP,RE	DED		2513	3	IR+TS,DS,RE	DED
1509	4	IR+TS,DP,DP,RE	DED		2601	5	IR+TS,DP,DP,DP,RE	DED
1510	5	TS,DS,DS,DS,RE	DED		2603	5	TS,DS,DP,DS,DS	DED
1514	1	TS+DS	DED		2604	4	IR+TS,DP,DP,RE	DED
1602	5	IR+TS,DS,DS,DS,RE	DED		2606	5	TS,DS,DS,DS,RE	DED
1610	3	TS,DP,RE	DED		2607	2	TS+DP,DP	DED
1704	1	TS+DS+RE	DED		2608	5	IR+TS,DP,DP,DP,DS	DED
1706	5	IR+TS,DP,DP,DP,RE	DED		2610	1	TS+DS+RE	DED
1710	5	IR+TS,DS,DS,DS,RE	DED		2702	5	TS,DP,DP,DP,RE	DED
1711	5	IR+TS,DP,DP,DP,RE	DED		2802	5	TS,DS,DS,DS,RE	DED
1712	4	IR+TS,DP,DS,RE	DED		2806	5	TS,DS,DP,DP,RE	DED
1714	4	IR+TS,DP,DS,RE	DED		2808	5	TS,DS,DS,DS,RE	DED
1804	1	IR+TS+DP	DED		2809	5	TS,DS,DP,DS,RE	DED
1805	4	IR+TS,DS,DS,RE	DED		2902	4	IR+TS,DP,DS,RE	DED
1901	4	IR+TS,DP,DP,RE	DED		2903	5	IR+TS,DS,DS,DS,RE	DED
1902	2	IR+TS,DS,RE	DED		2906	5	TS,DS,DS,DP,RE	DED
2001	4	TS+DS,DP,DP,RE	DED		2907	3	TS,DP,RE	DED
2103	1	TS+DS+RE	DED		2908	4	IR+TS,DS,DS,RE	DED
2105	3	TS+DS,DS,DS	DED		2910	1	IR+TS+DS	DED
2106	1	TS+DS+RE	DED		2911	5	TS,DS,DS,DS,RE	DED
2108	4	TS+DS,DP,DP,RE	DED		2912	2	TS,DS	DED
2109	7	IR+TS,DS,DS,DP,DS,DP,RE	DED		3001	5	IR+TS,DS,DS,DS,DS	DED
2110	5	IR+TS,DP,DP,DP,RE	DED		3002	3	IR+TS+DS,DS,RE	DED
2112	3	TS,DP,DS+RE	DED		3102	5	IR+TS,DS,DP,DP,RE	DED
2113	4	IR+TS,DP,DS,RE	DED		3201	2	IR+TS+DS,RE	DED
2202	3	TS+DS,DS,RE	DED		3203	6	TS,DP,DS,DS,DS,RE	DED
2203	4	TS,DS,DS,DS+RE	DED		3204	5	IR+TS,DP,DP,DP,RE	DED
2204	5	IR+TS,DS.DS,DS,RE	DED		3206	7	IR+TS,DS,DS,DS,DS,DS,RE	DED
2206	5	TS,DS,DS,DS,DS+RE	DED		3207	5	TS,DS,DS,DS,RE	DED
2207	4	DS,DS,DS,DP+RE	DED		3208	4	TS,DP,DS,DP+RE	DED
2208	1	TS+DS+RE	DED		3210	5	TS,DP,DP,DP,RE	DED
2209	4	TS,DP,DP,DS	DED		3301	4	IR+TS,DS,DP,RE	DED
2210	4	IR+TS,DP,DP,DP	DED		3302	5	TS,DP,DP,DS,RE	DED
2213	5	IR,TS,DS,DP,RE	DED		3303	4	TS,DS,DP,RE	DED
2301	5	TS,DP,DP,DP,RE	DED		3401	1	TS+DS	DED
2302	3	IR+TS,DP,RE	DED		3402	5	IR+TS,DP,DP,DP,RE	DED
2304	4	IR+TS,DP,DS,RE	DED		3404	2	IR+TS,DP	DED

Appendix 1.1. Questionnaire: EFL Teachers Classification of the Structural Types of the Essays

老师：

您好！麻烦您在百忙之中拨出十几分钟帮忙回答以下问卷中的三个问题。根据某种分析方法，我们分析了以下 Essay 1, Essay 2 和 Essay 3 三篇学生作文并分别将它们区分为三种不同结构类型：

Essay 1 属于 Inductive Structure；

Essay 2 属于 Deductive Frame with Inductive Paragraph Structure；

Essay 3 属于 Deductive Structure

请您仔细阅读 Essay 1, Essay 2 和 Essay 3 并注意通过所提供的分析框架观察它们的篇章结构，然后细心阅读 Essay 4，Essay 5 和 Essay 6，参照所提供的分析框架，按要求对这三篇作文的结构类型作出您的选择后在相应的空格上打上 √。请您答好后将问卷放入陈建平的信箱即可。十分感谢您的帮助。

陈建平

年 月 日

Essay 1：Inductive Structure

The Advantages of Living with One's Own Parents

Introductory Remarks
(引语)

If your parents are still living, you'll have to decide whether to live with your parents or not when you get married, except that your parents have all passed away.

The details of the argument
(详细的论据)

In my own view, like or dislike to live with one's parents has it's own reasons, and it will have many social and cultural effects. For example, western people are different to oriental people. When they grow up, they will live away from home and lead independent life themselves, while in the East, most parents are likely to live with their children even after they have been married.

Being an eastern person, I will still prefer to live with my parents when I get married. First, I can get more help from my parents in daily life. Parents are experienced in raising children, and can play an important role in educating the child. On the other hand, parents are in need of help. This is called "rewards for old people" in the eastern thought. After years of living, I understand that raising a baby is not easy. It needs a lot of mental strength. All in all, your parents can help look after your family carefully and give a lot of good advice.

The thesis
(论点)

So, on the whole, *I would still like to live with my parents even if I get married one day.* (209) (0209)

Essay 2: Deductive Frame with Inductive Paragraph Structure

The advantages of living with one's own parents

The thesis
(论点)

There are advantages in living with one's own parents in China, and these are as true for young couples as for the parents.

Demonstration with Inductive Paragraphs

用归纳式段落论证

Firstly, in China, the young couples need to work. If they live with their parents, they can save a lot of time from taking care of the odds and ends of housework and their baby. As the economy is developing rapidly nowadays, young men and women need to work hard. They have to spend most of their time in their work or study. In this case their parents can play an important role in arranging the daily housework of the family. They can help with the housework, baby etc., *which enables the young couple to be free for their work.*

Secondly, most old people may have a feeling of loneliness if all their children live away from them. They like the joys of a big family with children around them. After the parents retire, they always find that they have nothing to do everyday and feel that the day is much longer than before. They need something to do, which can dismiss all their feelings of loneliness. With their children and the babies around, they find themselves useful, and *they can enjoy the happiness of the family.*

Thirdly, old people may have this kind or that kind of illness. If young couples live with them, they can take care of the parents easily when they are ill. In that case, they need not to dash back home and then rush to their parents' house to help them. *They can offer help immediately.*

Lastly, to live with one's own parents, young couples can set a good example to their children as to how to respect old people, how to take care of somebody else, how to cooperate with everybody in the whole family, and how to seek and enjoy happiness in the family, etc. *This is really a good opportunity to educate the children.*

Restatement
(重述主题)

These are the advantages that are held in my mind. What do you think? (336) (0104)

Essay 3: Deductive Structure

The advantage of living with our own parents

Introductory Remark（引语）

The Thesis（论点）

We prefer to live with my parents. There are many advantages both to my parents and to ourselves.

Demonstration with Deductive Paragraphs

用演绎式段落论证

First, *my parents have sixty year's working and living experience. They can often point out the shortcomings of the young couple.* Their experience can often prevent the young couple from dealing problems wrongly and give them proper ways to solve them.

Second, *my parents have retired. They can help us look after our child.* Our child, to be frank, is a burden to our jobs. We have no time to raise him and he costs us too much energy to look after him. Without my parents' help, we would not have enough time to earn money, study, and enjoy life.

Third, *living together is also good to our parents.* Our parents' want is to share their son's achievements.

They have retired, but they want their career to continue. We often tell them about our success in our work and business, which makes them very happy.

Fourth, *we often bring them the latest news about the outside world, helping them to know the world better.* They want to be respected. They don't want to be out-of-date. We can help them feel younger and more energetic.

Finally, and the most important point is that *it is our duty to look after our parents.* They are in fact old no matter how strong they seem to be. They need our help. If they are sick, we can buy medicine for them. To them, the medicine is not just simple medicine, it is the son's kindness.

Restatement（重述主题）

Living with our own parents is good to the family, as well as being good for society. (276) (0218)

请您仔细阅读以下三篇作文，参照上述所提供的分析框架，对这三篇作文属于哪一种结构类型作出您的选择，然后在为每篇作文所设的选择空格上打上✓

Essay 4

The Advantages of Living with One's Own Parents

In 1992, I married my husband who worked in a Sino-foreign joint-venture company. He was busy at his job. For consideration to help him I moved to live with him at the factory dormitory. However, we got complaints from my husband's parents, who are both retired cadres. They asked us why we didn't like to live with them for they have an apartment with 4 bedrooms and 2 sitting rooms. Only two of them lived in the apartment. So they hoped that we could live with them.

Actually, I really hoped to live with them for we had got married not long before and we needed to improve the relationship between the parents and ourselves. As we hope the next generation will follow our example, we thought we should live with my parents-in-law in order to help them do the housework and to share their happiness and bitterness. Doing so will express our respect to them. Based on such an idea, we moved to live with my parents-in-law. I still remembered the day when we moved. How happy they were!

Now, we have a two-year old son. My parents-in-law help take care of him. They like their grandson very much, and the whole family, old and young are very happy. I think, these are the advantages of living with one's own parents. So I prefer to live with my parents-in-law. (211) (0109)

您认为 Essay 4 应属于哪一种结构类型？（只选择一种）

_____ Inductive Structure;

_____ Deductive Frame with Inductive Paragraph Structure;

_____ Deductive Structure

Essay 5

The Disadvantages of Living with One's Own Parents

China is a nation with a large population and poor living conditions. Many families still consist of three generations. Thus it brings a lot of trouble to people's life and work. Some married young couples prefer to live without their parents. The reasons they have are as follows.

First, they think that there's a big generation gap between them and their parents or their grandparents. This will cause problems in their communication with the parents. They and their parents cannot accept each other's opinions, and have their own living habits etc. For example, the younger generation are open minded, but the older are conservative. Young people like to sleep very late, and the older people are willing to get up early. Their habits will contradict each other. This will produce a lot of bad effects upon each other's life and work.

Secondly, many parents would interfere the young persons' decisions. Some old people always look down upon the young generation's decisions while some young men do not respect their parents. This will also bring the family unhappiness.

Thirdly, since the housing conditions in China are usually poor, young people who live with their parents will make the house over crowded. This is not good for the health of the people in the family.

However, young people living with their parents may still have some good effects. For example, the grandparents can take care of both the grandchildren and house.

Generally speaking, I think that young people living without their parents would have more advantages than disadvantages. (240) (0213)

您认为 Essay 5 应属于哪一种结构类型？（只选择一种）

_____ Inductive Structure;

_____ Deductive Frame with Inductive Paragraph Structure;

_____ Deductive Structure

Essay 6

The disadvantages of living with one's own parents

It is a fact that many married young couples prefer to live with their parents in China. However, I think this creates a social problem because there are a lot of disadvantages when young couples live with their own parents.

Firstly, young couples will depend on their own parents and fail to live on their own. In other words, almost everything will be done by their parents. They needn't take care of their child by themselves, needn't rent a house for themselves, needn't do housework, and so on. It seems so safe but it is actually undesirable. Young couples will not learn to make progress themselves and will become lazy.

Secondly, there may be some quarrels between the young couple and their parents due to the differences between the two generations in their living patterns and the methods of thinking, etc.

Third, the grandparents may spoil the child. Sometimes they may interfere when the young couple educate their child.

In short, I don't think it is good for young couples to live with their parents. (176) (0118)

您认为 Essay 6 应属于哪一种结构类型？（只选择一种）

_____ Inductive Structure;

_____ Deductive Frame with Inductive Paragraph Structure;

_____ Deductive Structure

Appendix 1.2. Sample Essays with Inductive Structure

Short Forms Used in the Description:

IR = Introductory Remarks
TS = Thesis Statement
DP = Deductive Paragraph
IP = Inductive Paragraph
DS = Paragraph with Details
RE = Restatement as Concluding Remarks

Signs Used in the Description:

[ ] -- paragraph structure
, -- paragraph boundary
+ -- within the same paragraph

No.: 0102
No. of Paragraphs: 4
Paragraph Types: [IR, IP, DP, TS]
Essay Structure: Inductive

The advantages or disadvantages of living with one's own parents

[IR]
In China, now many families still consist of three generations.

[IP]
Some young married couples prefer to live with their parents as the old people can help with the housework and take care of their grandchildren so that they can be intent on their work. After work, they still have time to study and do something they want. At the other hand, they can take care of their parents for the old people are liable to get illness. The young people can help the old ones to do the heavy work also. Living with young generation can make the old people younger at heart and full of spirit. The old parents can absorb new idea from the youngsters so that they will not be left behind the time. ***In this way, living together can benefit both.***

[DP]
However, it also raises a lot of problem. Firstly, the relation between generations. There must be generation gap which leaves them misunderstanding. Sometimes, the old people want to be followed and the youngsters do not obey. The ideas of the youngsters cannot be easily accepted by old people. Also, how to educate the third generation is a problem. Both sides have their own ways. Frequently, they contradict. Especially, now one family only has one child that causes the problem worse.

[TS]
Anyway, everything has two sides. If we deal with it correctly and to think from the other's side, problems can be resolved easily.

No.: 0109
No. of Paragraphs: 3
Paragraph Types: [DS, DS, TS]
Essay Structure: Inductive

The Advantages of Living with One's Own Parents

[DS]
In 1992, I married my husband who worked in a Sino-foreign joint-venture company, he was busy at his job. For consideration to help him I moved to live with him at the factory dormitory. Now, the complaints arose from my husband's parents, who both are retired cadres. They said why we didn't like to live with them. Apartment with 4 rooms and 2 visiting rooms just they two lived in. So they hoped that we could live with them.

[DS]
Actually, how I hoped to live with them. Because we got married not long before we needed to improve the emotions between us two and them two. As the next generation like us, we should live with my parents-in-law, and help them to do the housework, to share their happiness and bitterness. To do so like this, express our eager heart to them. Based above idea, we moved to live with my parents-in-law. Remembered that day that we moved. How happy they were!

[TS]
Now, I have a two year old boy. My parents-in-law take care of him. They like the grand children very much, and our family, old and young are very happy. ***I say, these are the advantages of living with my own parents. So I prefer to live with my parents-in-law.***

No.: 0209
No. of Paragraphs: 4
Paragraph Types: [IR, DP, DP, TS]
Essay Structure: Inductive

The Advantages of Living with One's Own Parents

[IR]
If one's parents are still living, you'll have to decide whether to live with your parents when you'll marry, except your parents have all passed away.

[DP]
In my own view, like or dislike to live with one's parents have its own reality reasons and it has much more social and cultural effect. For example, western people are more different from the oriental people. When they're grow-up, they will live-away for independent life, own for yourselves, while in eastern world, most parents are likely to live with their children even they have been married.

[DP]
To be an eastern person, I still prefer to live with my parents when I'll marry. First, you will get more help from your parents during the daily live, your parents are experienced in raising your child, and educating role are more important. *Reversely* (On the contrary), your parents are much need your help, especially for the old men, in eastern idea, this is called rewarding. After years of living, I understand that to raise a person from baby to adult is not easy. It need more mental strength. Further, your parents can look after your family carefully, give more good advises.

[TS]
So, on the whole, even one day I will marry, I still like to live with my parents.

No.: 0401
No. of Paragraphs: 3
Paragraph Types: [IR+DS, IP, TS]
Essay Structure: Inductive

The Advantages of Living with One's Own Parents

[IR+DS]

Human being is the smallest unit of the society. If one grow up without mother or father, he must feel sad, because he could not enjoy love, understanding care like others. If one live with his own parents he can learn much from his parents. His parents can help him stand up when he sank in the troubles. Everyone has his own experience. If we live with relations we can make less mistakes with their guidance.

[IP]

Why do you live alone, work alone without parents to talk with you play with you, take care of you? If you cannot get well along with your relations, how can you work with others? You must learn how to help others, how to understand others, how to make others happy in your family then you can help anyone in the world. ***You have to face the trouble between people, avoiding is useless.***

[TS]

West or east, home is the best. Home gives you brave to love in any bad conditions. You can know the world from your parents then you can make the right direction in your living.

No.: 0605
No. of Paragraphs: 4
Paragraph Types: [IR, DS, IP, TS]
Essay Structure: Inductive

The Advantages of Living with One's Own Parents

[IR]
In China, many families still consist of three generations. Many married young couples prefer to live with their parents.

[DS]
When we were in our childhood, our parents looked after us carefully and gave us a lot of helps in many ways. They would never be selfish. They gave the best food and the most beautiful clothes to us, although they were not so rich in some case. They preferred to be hungry. They sent us to school, made us accept the best education. When we became an adult with learning, they became old men also.

[IP]
Old as our parents are, they can't continue to work. They become lonely gradually. The children have their won jobs, and have not more time to console them. So many married young couples prefer to live with their parents. The can console them after finishing their work. They went shopping with their parents or walked slowly in the park on Sunday. When the married young couple have a son, their parents can help to look after the little boy. ***This can relieve the young couple's burden, and relieve the old parents' loneliness.***

[TS]
These are the advantages of living with our own parents.

Appendix 1.3. Sample Essays of Inductive Paragraph Structures

Short Forms Used in the Description:

IR = Introductory Remarks
TS = Thesis Statement
DP = Deductive Paragraph
IP = Inductive Paragraph
DS = Paragraph with Details
RE = Restatement as Concluding Remarks

Signs Used in the Description:

[ ] -- paragraph structure
, -- paragraph boundary
+ -- within the same paragraph

No.: 0104
No. of Paragraphs: 6
Paragraph Types: [TS, IP, IP, IP, IP, RE]
Essay Structure: Deductive Frame with Inductive Paragraphs

The advantages of living with one's own parents

[TS]
There are advantages in living with one's own parents in China, and these are true both to the young couples and the parents.

[IP]
Firstly, in China, the couples need to work both, if they live with their parents, then they can save a lot of time from taking care of the odds and ends of the housework, and their baby. As economic develops fast nowadays, young man and women need to work hard, they have to spend most of their time in their work or study. In this case their parents take an important position in arrange the daily routine of the house. ***They can help in the housework, baby etc., which make the young free for their work.***

[IP]
Secondly, old people all have a feeling of loneliness if all their children live separately. The like a big family with children around them with joys. After the parents retire, they always find that they have nothing to do everyday and feel the day is much longer than before. They need something to concentrate which can dismiss all their feelings of loneliness. ***In the nose of their children and the babies, they find themselves useful, and they can enjoy the happiness of the family.***

[IP]
Thirdly, old people in somewhat must have this kind or that kind of illness. If young couples live with them, they can take care of the parents easily when they are ill. In that time they need not to dash back home and then rush to their parents house to help the parents. ***They can offer help immediately.***

[IP]
At last, to live with one's own parents, young couples can set a good example to their children as to how to respect old people, how to take care of somebody else, how to cooperate everybody in the whole family, how to seek and enjoy happiness in the family, etc. ***This is really good advantage for education to the children.***

[RE]
These are the advantages are held in my mind. What do you think about it?

No.: 0205
No. of Paragraphs: 6
Paragraph Types: [TS, IP, IP, DS, IP, RE]
Essay Structure: Deductive Frame with Inductive Paragraphs

The advantages of living with one's own parents

[TS]
I think, it is good for married young couples to live with their parents.

[IP]
In China, it's not easy to buy a flat to live. If you want to get married, you must have houses, because of young people's low wages, they have no ability to get the house. ***So they have to depend on their parents and live with their parents.***

[IP]
When their child was born, young couples all work in the factories or companies, in general, they have only a short-time vocation. ***So they hope that their parents can help them look after their son or daughter.***

[DS]
At the same time, the parents are older and older, they hope their children on their side, but young men or women should spend lots of time in studying or working, they have little time to company their parents, but their child can do this.

[IP]
The old men or old women are pleased to play with their grandchild. ***So many families still consist of three generations in China.***

[RE]
All the above, we always say that three generations in a family is a good virtues.

No.: 0213
No. of Paragraphs: 6
Paragraph Types: [IR+TS, IP, IP, IP, DS, RE]
Essay Structure: Deductive Frame with Inductive Paragraphs

The Disadvantages of Living with One's Own Parents

[IR+TS]
China is a large population nation with poor living conditions. Many families still consist of three generations, thus ***it brings a lot trouble to people's life and work.*** Some married young couples prefer to live without their parents. The reasons they held as follows.

[IP]
First, they think that there's big generation gap between them and their parents or their grandparents. That will cause them cannot communicate well. Both they and their parents cannot accept each other's opinions, their habits of living and so on. For example, the young are open mind, but the old prefer conservatism. Young people like to sleep very lately, and the old men are willing to get up early. Their habits contradict each others. ***And it makes a lot of bad effect on the life and work of each other.***

[IP]
Secondly, many parents would rather interfere the young's decisions. Some old people always look down on the young generation's decision. Some young men do not respect their parents neither. ***And these will bring the family unpleasant.***

[IP]
Thirdly, usually in China, since the housing condition is poor, young people lived with their parents will make the house crowded. ***It will be no good for both health.***

[DS]
But, young people lived with their parents still have some good effects, such as their parents will take care of both of their grandchildren and house.

[RE]
Generally, I think the young people living without their parents have more advantages than disadvantages.

No.: 1103
No. of Paragraphs: 5
Paragraph Types: [TS, IP, IP, IP, RE]
Essay Structure: Deductive Frame with Inductive Paragraphs

Advantages of Living with One's Own Parents

[TS]
I prefer to live with my parents. If you ask me why, I would like to tell you.

[IP]
In China, men usually retire at the age of 60 while women do at the age of 55. Perhaps, most of the parents stay at home most of the time after they have retired. They always feel lonely, though they can watch TV all day long. But like us, we are living with our parents. They can spend their time in doing housework, taking care of my child, ***so they feel they can spend the days easily and usefully.***

[IP]
Except these, the more important thing is we can bring happiness for them, not only in their living things, but also for their spirits. They have brought us up hardly, and now they can see us working, living happily, they are hopeful. At the same time, we can show our love and respect of them. ***You know loving for the old man is the virtue of China.***

[IP]
I also think that, the old man will benefit from living with his children. If they are not in good health, children can send for the doctor in time, and this can keep them healthy. Loneliness is the danger killer for the old man. ***If the old man can share the happiness of life, they would always feel joyful.***

[RE]
Dear friends, let's welcome our parents to live with us. This would do good to them.

No.: 1311
No. of Paragraphs: 5
Paragraph Types: [IR+TS, IP, IP, DS, RE]
Essay Structure: Deductive Frame with Inductive Paragraphs

The Advantages of Living With One's Parents

[IR+TS]
In our country many families consist of three generations. Some married young couples prefer to live with their parents while other don't prefer to do so. ***But I do think that there have many advantages of living with our parents.***

[IP]
It makes a good relation with your family that we live with our parents. Parents can look after your children and at the same time your children do need a good care. If you are not living with your parents and you have to spend a lot of money to employ a person to look after your children, and it can make good relation between the old and the young. In normal situation, parents have retired from their jobs. They often can do much housework for you as well as their pleasure. They often make our home tidy and clean. You will feel good if your enter a pleasant home after a day's work. ***Living with your parents can give you happiness.***

[IP]
On the other hand our parents is getting older and older. Maybe they have a bad health. They often need a good care. If parents live alone, they will feel lonely. If they are sick and need to be sent to hospital, and there are no people with them, it is a serious problem. ***In our laws, children have the duties to look after their parents. Of course we should obey it.***

[DS]
On another hand, some married young couples don't prefer to live with their parents, of course. They have their reasons and I think this reason can be solved sooner or later.

[RE]
Let's all live with our parents and take good care of our parents.

Appendix 1.4. Sample Essays with Deductive Structure

Short Forms Used in the Description:

IR = Introductory Remarks
TS = Thesis Statement
DP = Deductive Paragraph
IP = Inductive Paragraph
DS = Paragraph with Details
RE = Restatement as Concluding Remarks

Signs Used in the Description:

[ ] -- paragraph structure
, -- paragraph boundary
+ -- within the same paragraph

No.: 0107
No. of Paragraphs: 5
Paragraph Types: [TS, DP, DP, DP, RE]
Essay Structure: Deductive

The advantages of living with one's own parents

[TS]
Now many married young couples prefer to live with their parents because there are many advantages.

[DP]
First, their parents can help them doing many things. Today, many young men and women work at factory, school, company... etc. They are very busy and are tired after work. If they live with their parents, they will help them to cook, clean rooms, look after their children... etc. The young couples will have much time for rest and do many other things.

[DP]
Second, we won't live an isolated life. Young couples live with their parents, there will be five members at lest in a family. They are old or young and have different characters. This will make their family full with enjoy and vivid.

[DP]
Third, married young couples live with their parents, they will give their parents a good look for. For example, when their parents ill, they can sent for a doctor or take them to a hospital very soon and their parents will recover soon.

[RE]
All above, married young couples live with their parents has many advantages, I hope the young couples can do so.

No.: 0115
No. of Paragraphs: 4
Paragraph Types: [TS, DP, DP, RE]
Essay Structure: Deductive

The advantages of living with one's won parents

[TS]
I think that's a good way for three generations or two generations to live in a house.

[DP]
First of all, ***when we live with our parents, we can take good care of them;*** we can know what they need at once. This will make the old men enjoy their lives happily. They needn't worry about their children as those whose children are far from them do. In fact, the old men are in the way of the young people while they all live together. On the contrary, they can help the young people as much as they can. Such as, to do some house works; to teach the young something when they are confused; to make the young to learn how to get on well with other people.

[DP]
Secondly, ***when we live with our parents, we'll give an example for our children that they should love their parents at any time, including the time when their parents have become old men.*** That will give the young people a good start to love all the old people; to help them when they are in trouble. If we all do so, there will not be so many social problems about the poor old men. And we all can enjoy ourselves in life. Please remember, every young people will be old sooner or later.

[RE]
At last, I want to say, I like to live not only with my child but also with my parents. For a perfect family, different generations living together should be encouraged.

No.: 0118
No. of Paragraphs: 5
Paragraph Types: [IR+TS, DP, DP, DP, RE]
Essay Structure: Deductive

The disadvantages of living with one's own parents

[IR+TS]
In fact, many married young couples prefer to live with their parents in china. However, ***I think it is a society problem because there are a lot of disadvantages when young couples living with their own parents.***

[DP]
Firstly, ***young couples will depend on their own parents and fail to lead their own lives hard.*** In other words, almost everything will be done by their parents. They needn't take care of their child by them own, needn't rent a house for themselves, needn't do housework, and so on. It seems so safe but it is untasted actually. And young couples will not like to make progresses by their own and become lazy.

[DP]
Secondly, ***there may be some quarrels between the couples and their own parent*** because there are some differences between two generations in live patterns and the methods of thoughts, etc.

[DP]
Third, ***the elder parents may spoil the child.*** Sometimes they may leg behind when young couples educate their child.

[RE]
In short, I don't think it is good that young couples live with their own parents.

No.: 0216
No. of Paragraphs: 6
Paragraph Types: [IR+TS, DP, DP, DP, RE, RE]
Essay Structure: Deductive

The Disadvantages of Living with One's Own Parents

[IR+TS]

Many Chinese families are traditionally composed of three generations by living together. ***In my point, there are sure some advantages, but, more disadvantages exist. I will approve of it in the following.***

[DP]

Firstly, children are parents' children forever, never to grow up (exist during their parents are alive). And that is the problem. By living with their parents young couples find it difficult not to obey the order from the old people, (especially in China). Old people are likely to point out what should be done and what shouldn't be done. Young men are bound to do as being taught, showing their respect to the old ones. Most young couples don't have any free mind on doing things in family.

[DP]

My second view is that the inconvenience to live with one's parents. Young couples have their ground. They sometimes need romantic atmosphere without others interference. It's hard to get by their parents' surrounding. They dare not openly embrace, kiss etc. in face of parents. They have to be as serious as the old couples do. (Usually old people are not so open-minded as young ones.) Young couples are restricted to tradition in many respects.

[DP]

Thirdly, few families can get on well with each family members by living in three generations. And there are no novelty to be together all the time. True it is that young couples prefer to visit their parents periodically rather than to live together. I appreciate the western method that parents and sons live separately, and there are family get-together in holidays. The family relationship will be improved. In China, one of the serious family problem is that family quarrels, which are very obvious between the mother and son in law. Most couples have their way of doing things. They don't want to feel depressed because of the family dispute. They also want to show their respect , care and kindness to the parents. The best solution to this problem is live separately, and visit the parents at proper time.

[RE]

I think the family quality will be improved and so as the relationship of the family members. Hoping Chinese parents can be more open to accept the idea, which do good to both.

[RE]

The above are my person points. Whether you agree or not, it's true. (at least it seems to me.)

No.: 0218
No. of Paragraphs: 6
Paragraph Types: [TS, DP, DP, DP, DP, RE]
Essay Structure: Deductive

The advantage of living with our own parents

[TS]
I prefer to live with my parents. There are many advantage both to my parents and to my couples.

[DP]
First, my parents have sixty year's working and living experience. They can often point out the shortcomings of young couple. These old experience often prevent young couple from dealing with problem wrongly, giving their proper way to solve the problem.

[DP]
Second, my parents have retired. They can help us to look after our child. Our child, to be frank, is a burden to our jobs. We have no time to raise him, he cost our too much energy too look after him. Without my parents' help, we will have no enough time to earn money, to study , to enjoy the life.

[DP]
Third, living together is also good to our parents. What our parents' wish is to share their son's victory. They have retire, they want their career to be continued. We often told them our success of work and business, which makes them very happy.

[DP]
Fourth, we often bring them with the latest news and out world's thing, making them know the world more clearly. They want to be respected. They don't want to be out of dated. We can help them to feel more energy, more young.

[DP]
Finally, it is the most important point, it is our duty to look after our parents. They were old no matter how strong they seem to be. They need our help. If they are sick, we can buy some medicine for them. To them, it would not be simple medicine. It is son's kindness.

[RE]
Living with our own parents is good to the family, good to the society.

Dear Colleague,

We would like to consult you on how to write a good composition. We would appreciate you help in completing the following questionnaire, which will take about 20 minutes. In the three tasks that follow, please read the instructions, questions and essays carefully and give your answers based on your own judgement. Please do the tasks one by one and do not go back to make any change once you have made a choice. The information you give will be exclusively used for academic purposes. Thank you for your cooperation and contribution for a better understanding of what a good composition is.

Please tick one (√):

Your sex: Male ____. Female ____.

Which country are you from?
UK ____. USA____. Canada ____. Australia ____.

From other countries? (please specify) _____.

Do you speak Chinese?
Yes ____. No ____.

How long have you been learning Chinese? (Leave it if not applicable.)
One year ____. Two years ____. Three years or more ____.

What other languages do you speak besides English and Chinese?
Please specify: _____ _____ _____ _____.

Task I.

People have different ideas as to what good writing is. We would like to consult you on what a good composition is. In order to make it easier for you to give your opinion, we would like you to imagine that you have been asked to write a composition on ***"the advantages/disadvantages of living with one's own parents"***. You do not have to write the composition, but just give your opinion of what a good composition on this topic would be like. Below are five scales showing different opinions. Please give your opinion by placing an **X** in the space that indicates what you think a good composition on the above topic would be like.

姓名：_____

班级：_____

性别：男 ____ 女 ____

你会说什么方言（请写明）：_____ _____ ____

此练习的目的是了解大家对于怎样写好一篇作文的的看法。练习由三个部分组成，请按顺序和要求阅读有关材料和回答问题。请注意，一个练习未做完时不得做下一个练习。

练习 1.

什么样的作文才算是一篇好作文，不同的人有不同的看法。练习 1. 的目的是请你说说你对这方面的看法。为了便于你发表个人的见解，请你设想老师要你写一篇题为 ***"The advantages/disadvantages of living with one's own parents"*** （“与自己的父母同住的利/弊”）的作文。你不必写这篇文章，只是发表关于如何写好这篇文章的想法。下面有 5 道关于写作方法的问题，请注意问题所提出的写作方法仅仅是个人的选择和喜好，不存在对与不对、好与不好的答案。请你完全根据自己的写作习惯和看法回答问题，在适当的地方打上 **X** 即可。

1.

To follow the way people talk in conversation so as to persuade people.（以日常谈话的方式去说服人）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	To write in a strictly organized sequence so as to convince people.（严格按一定的写作顺序以便使人信服）
	____	____	____	____	____	

2.

The best result would be achieved through expressing one's personal feelings.（通过表达个人情感以取得最佳效果）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	The best result would be achieved through direct reasoning.（通过直接推理以取得最佳效果）
	____	____	____	____	____	

3.

The ideas are better presented with reference to other similar ideas.（表达思想时最好能参引其他相关内容）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	The ideas should focus on only one subject.（表达思想时应当只集中围绕一个主题）
	____	____	____	____	____	

4.

The best way is to use individual facts or ideas to reach a generalization.（最佳的写作方法是用个别的事实和想法去得出一般的结论）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	The best way is to use general rules to form judgement about particular facts.（最佳的写作方法是用一般的规律对个别的事实进行判断）
	____	____	____	____	____	

5.

It seems more natural to begin with illustration/ examples leading to a conclusion.（先举例后得出结论显得更为自然）	Definitely Like this	Probably Like this	Uncertain	Probably Like this	Definitely Like this	It seems more natural to start with a statement followed by illustration/ examples.（先陈述一个观点后举例加以说明显得更为自然）
	____	____	____	____	____	

Task II.

In the following, you will read six compositions on the topic "***the advantages/disadvantages of living with one's own parents.***" We would like you to tell how well the writer expresses his/her ideas. Since there are no right or wrong answers to the above topic, you do not have to evaluate the ideas presented in the compositions. Please pay special attention to the ways the authors express their ideas and the skills in presenting arguments. You do not have to pay attention to the grammatical aspect of the compositions either. Below is a list of words or phrases that may be used to describe the quality the compositions. After each word or phrase is a scale on which you can indicate the extent to which you agree with. Please put an X in the appropriate space that indicates your opinion.

练习 2.

在下面的练习中，你将读到 6 篇题为***"The advantages/disadvantages of living with one's own parents"***（"与自己的父母同住的利/弊"）的作文。请你读完每一篇后对作者表达思想的技巧进行评价。对于这样的作文，不存在内容好与不好的问题，请你只注意作者表达思想的技巧，语法和用词的情况都无须考虑。每篇文章后所提的 8 道问题也不存在正确与不正确的答案，各人应有自己的看法。请你完全根据自己的看法，在刻度表上打上 **X**，发表你的意见。请你一篇接着一篇做，未做完一篇时不得进入下一篇，做完后不得回头作任何更改。

Composition A

The Advantages of Living with One's Own Parents

In 1992, I married my husband who worked in a Sino-foreign joint-venture company. He was busy at his job. For consideration to help him I moved to live with him at the factory dormitory. However, we got complaints from my husband's parents, who are both retired cadres. They asked us why we didn't like to live with them for they have an apartment with 4 bedrooms and 2 sitting rooms. Only two of them lived in the apartment. So they hoped that we could live with them.

Actually, I really hoped to live with them for we had got married not long before and we needed to improve the relationship between the parents and ourselves. As we hope the next generation will follow our example, we thought we should live with my parents-in-law in order to help them do the housework and to share their happiness and bitterness. Doing so will express our respect to them. Based on such an idea, we moved to live with my parents-in-law. I still remembered the day when we moved. How happy they were!

Now, we have a two-year old son. My parents-in-law help take care of him. They like their grandson very much, and the whole family, old and young are very happy. I think, these are the advantages of living with one's own parents. So I prefer to live with my parents-in-law. (211) (0109)

Composition A	Closest to this quality				Least close to this quality
Should receive a high grade (应得高分)	__5__	__4__	__3__	__2__	__1__
Ideas are skillfully presented (表达思想很有技巧)	__5__	__4__	__3__	__2__	__1__
Tightly organized (组织结构严谨)	__5__	__4__	__3__	__2__	__1__
Concise and focused (简明、集中)	__5__	__4__	__3__	__2__	__1__
Logically connected (逻辑性强)	__5__	__4__	__3__	__2__	__1__
Using personal feelings (善用个人情感)	__5__	__4__	__3__	__2__	__1__
Persuasive (使人信服)	__5__	__4__	__3__	__2__	__1__
Recommended way of writing (平常的写作方法)	__5__	__4__	__3__	__2__	__1__

Composition B

The advantage of living with our own parents

We prefer to live with my parents. There are many advantages both to my parents and to ourselves.

First, my parents have sixty year's working and living experience. They can often point out the shortcomings of the young couple. Their experience can often prevent the young couple from dealing problems wrongly and give them proper ways to solve them.

Second, my parents have retired. They can help us look after our child. Our child, to be frank, is a burden to our jobs. We have no time to raise him and he costs us too much energy to look after him. Without my parents' help, we would not have enough time to earn money, study, and enjoy life.

Third, living together is also good to our parents. Our parents' want is to share their son's achievements.

They have retired, but they want their career to continue. We often tell them about our success in our work and business, which makes them very happy.

Fourth, we often bring them the latest news about the outside world, helping them to know the world better. They want to be respected. They don't want to be out-of-date. We can help them feel younger and more energetic.

Finally, and the most important point is that it is our duty to look after our parents. They are in fact old no matter how strong they seem to be. They need our help. If they are sick, we can buy medicine for them. To them, the medicine is not just simple medicine, it is the son's kindness.

Living with our own parents is good to the family, as well as being good for the society. (276) (0218)

Composition B	Closest to this quality				Least close to this quality
Should receive a high grade (应得高分)	__5__	__4__	__3__	__2__	__1__
Ideas are skillfully presented (表达思想很有技巧)	__5__	__4__	__3__	__2__	__1__
Tightly organized (组织结构严谨)	__5__	__4__	__3__	__2__	__1__
Concise and focused (简明、集中)	__5__	__4__	__3__	__2__	__1__
Logically connected (逻辑性强)	__5__	__4__	__3__	__2__	__1__
Using personal feelings (善用个人情感)	__5__	__4__	__3__	__2__	__1__
Persuasive (使人信服)	__5__	__4__	__3__	__2__	__1__
Recommended way of writing (平常的写作方法)	__5__	__4__	__3__	__2__	__1__

Composition C

The advantages of living with one's own parents

There are advantages in living with one's own parents in China, and these are as true for young couples as for the parents.

Firstly, in China, the young couples need to work. If they live with their parents, they can save a lot of time from taking care of the odds and ends of housework and their baby. As the economy is developing rapidly nowadays, young men and women need to work hard. They have to spend most of their time in their work or study. In this case their parents can play an important role in arranging the daily housework of the family. They can help with the housework, baby etc., which enables the young couple to be free for their work.

Secondly, most old people may have a feeling of loneliness if all their children live away from them. They like the joys of a big family with children around them. After the parents retire, they always find that they have nothing to do everyday and feel that the day is much longer than before. They need something to do, which can dismiss all their feelings of loneliness. With their children and the babies around, they find themselves useful, and they can enjoy the happiness of the family.

Thirdly, old people may have this kind or that kind of illness. If young couples live with them, they can take care of the parents easily when they are ill. In that case, they need not to dash back home and then rush to their parents' house to help them. They can offer help immediately.

Lastly, to live with one's own parents, young couples can set a good example to their children as to how to respect old people, how to take care of somebody else, how to cooperate with everybody in the whole family, and how to seek and enjoy happiness in the family, etc. This is really a good opportunity to educate the children.

These are the advantages that are held in my mind. What do you think? (336) (0104)

Composition C	Closest to this quality				Least close to this quality
Should receive a high grade (应得高分)	__5__	__4__	__3__	__2__	__1__
Ideas are skillfully presented (表达思想很有技巧)	__5__	__4__	__3__	__2__	__1__
Tightly organized (组织结构严谨)	__5__	__4__	__3__	__2__	__1__
Concise and focused (简明、集中)	__5__	__4__	__3__	__2__	__1__
Logically connected (逻辑性强)	__5__	__4__	__3__	__2__	__1__
Using personal feelings (善用个人情感)	__5__	__4__	__3__	__2__	__1__
Persuasive (使人信服)	__5__	__4__	__3__	__2__	__1__
Recommended way of writing (平常的写作方法)	__5__	__4__	__3__	__2__	__1__

Composition D

The Disadvantages of Living with One's Own Parents

China is a nation with a large population and poor living conditions. Many families still consist of three generations. Thus it brings a lot trouble to people's life and work. Some married young couples prefer to live without their parents. The reasons they held are as follows.

First, they think that there's a big generation gap between them and their parents or their grandparents. This will cause problems in their communication with the parents. They and their parents cannot accept each other's opinions, and have their own living habits etc. For example, the younger generation are open minded, but the older are conservative. Young people like to sleep very late, and the older people are willing to get up early. Their habits will contradict each other. This will produce a lot of bad effects upon each other's life and work.

Secondly, many parents would interfere the young persons' decisions. Some old people always look down upon the young generation's decisions while some young men do not respect their parents. This will also bring the family unhappiness.

Thirdly, since the housing conditions in China are usually poor, young people who live with their parents will make the house over crowded. This is not good for the health of the people in the family.

However, young people living with their parents may still have some good effects. For example, the grandparents can take care of both the grandchildren and house.

Generally speaking, I think that young people living without their parents would have more advantages than disadvantages. (240) (0213)

Composition D	Closest to this quality				Least close to this quality
Should receive a high grade (应得高分)	__5__	__4__	__3__	__2__	__1__
Ideas are skillfully presented (表达思想很有技巧)	__5__	__4__	__3__	__2__	__1__
Tightly organized (组织结构严谨)	__5__	__4__	__3__	__2__	__1__
Concise and focused (简明、集中)	__5__	__4__	__3__	__2__	__1__
Logically connected (逻辑性强)	__5__	__4__	__3__	__2__	__1__
Using personal feelings (善用个人情感)	__5__	__4__	__3__	__2__	__1__
Persuasive (使人信服)	__5__	__4__	__3__	__2__	__1__
Recommended way of writing (平常的写作方法)	__5__	__4__	__3__	__2__	__1__

Composition E

The Advantages of Living with One's Own Parents

If your parents are still living, you'll have to decide whether to live with your parents or not when you get married, except that your parents have all passed away.

In my own view, like or dislike to live with one's parents has it's own reasons, and it will have many social and cultural effects. For example, western people are different to oriental people. When they grow up, they will live away from home and lead independent life themselves, while in the East, most parents are likely to live with their children even after they have been married.

Being an eastern person, I will still prefer to live with my parents when I get married. First, I can get more help from my parents in daily life. Parents are experienced in raising children, and can play an important role in educating the child. On the other hand, parents are in need of help. This is called "rewards for old people" in the eastern thought. After years of living, I understand that raising a baby is not easy. It needs a lot of mental strength. All in all, your parents can help look after your family carefully and give a lot of good advice.

So, on the whole, I would still like to live with my parents even if I get married one day. (209) (0209)

Composition E	Closest to this quality				Least close to this quality
S...d receive a high grade (应得高分)	__5__	__4__	__3__	__2__	__1__
Ideas are skillfully presented (表达思想很有技巧)	__5__	__4__	__3__	__2__	__1__
Tightly organized (组织结构严谨)	__5__	__4__	__3__	__2__	__1__
Concise and focused (简明、集中)	__5__	__4__	__3__	__2__	__1__
Logically connected (逻辑性强)	__5__	__4__	__3__	__2__	__1__
Using personal feelings (善用个人情感)	__5__	__4__	__3__	__2__	__1__
Persuasive (使人信服)	__5__	__4__	__3__	__2__	__1__
Recommended way of writing (平常的写作方法)	__5__	__4__	__3__	__2__	__1__

Composition F

The disadvantages of living with one's own parents

It is a fact that many married young couples prefer to live with their parents in china. However, I think this creates a social problem because there are a lot of disadvantages when young couples live with their own parents.

Firstly, young couples will depend on their parents and fail to live on their own. In other words, almost everything will be done by their parents. They needn't take care of their child by themselves, needn't rent a house for themselves, needn't do housework, and so on. It seems so safe but it is actually undesirable. Young couples will not learn to make progress themselves and will become lazy.

Secondly, there may be some quarrels between the young couple and their parents due to the differences between the two generations in their living patterns and the methods of thinking, etc.

Third, the grandparents may spoil the child. Sometimes they may interfere when the young couple educate their child.

In short, I don't think it is good for young couples to live with their parents. (176) (0118)

Composition F	Closest to this quality				Least close to this quality
Should receive a high grade (应得高分)	__5__	__4__	__3__	__2__	__1__
Ideas are skillfully presented (表达思想很有技巧)	__5__	__4__	__3__	__2__	__1__
Tightly organized (组织结构严谨)	__5__	__4__	__3__	__2__	__1__
Concise and focused (简明、集中)	__5__	__4__	__3__	__2__	__1__
Logically connected (逻辑性强)	__5__	__4__	__3__	__2__	__1__
Using personal feelings (善用个人情感)	__5__	__4__	__3__	__2__	__1__
Persuasive (使人信服)	__5__	__4__	__3__	__2__	__1__
Recommended way of writing (平常的写作方法)	__5__	__4__	__3__	__2__	__1__

Task III.

You will see that the six compositions you have just read are arranged into four pairs in the following:

COMPOSITION A & COMPOSITION B;
COMPOSITION B & COMPOSITION C;
COMPOSITION D & COMPOSITION F;
COMPOSITION E & COMPOSITION F.

In each of the pairs, the structures of the compositions are different from each other. These structures are normally used in this kind of compositions but people have their own preferences in structuring their arguments. We would like to know the kind of structures you would prefer if you were to write a composition like this. The structural analysis on the left side of each composition is just for your reference. Please make a comparison in each pair and make a choice by answering the question after each pair of compositions at the bottom right.

练习 3.

你在练习 2. 所读的 6 篇作文代表了几种不同的写作方法，这些都是常见的方法，不存在优劣，只是个人的喜好而已。下面我们将这几种方法进行交叉编组，共分为 4 组，每组 2 篇，如：第 1 组：Composition A 和 Composition B；第 2 组：Composition E 和 Composition F；第 3 组：Composition B 和 Composition C；第 4 组：Composition D 和 Composition F。请你对 4 组作文的结构和写作方法分别进行比较，每一篇作文的左边提供了结构分析供你参考，请你完全根据自己的喜好作出选择。请一组接着一组进行比较，作出选择后在相应的空格上打上 √；未做完一组时不得进入下一组，做完后不得回头作任何更改。

第 1 组 Composition A 和 Composition B

Composition A

The Advantages of Living with One's Own Parents

In 1992, I married my husband who worked in a Sino-foreign joint-venture company. He was busy at his job. For consideration to help him I moved to live with him at the factory dormitory. However, we got complaints from my husband's parents, who are both retired cadres. They asked us why we didn't like to live with them for they have an apartment with 4 bedrooms and 2 sitting rooms. Only two of them lived in the apartment. So they hoped that we could live with them.

The details of
The argument

(详细的论据)

Actually, I really hoped to live with them for we had got married not long before and we needed to improve the relationship between the parents and ourselves. As we hope the next generation will follow our example, we thought we should live with my parents-in-law in order to help them do the housework and to share their happiness and bitterness. Doing so will express our respect to them. Based on such an idea, we moved to live with my parents-in-law. I still remembered the day when we moved. How happy they were!

Now, we have a two-year old son. My parents-in-law help take care of him. They like their grandson very much, and the whole family, old and young are very happy. I think, these are the advantages of living with one's own parents. *So I prefer to live with my parents-in-law.* (211) (0109)

The thesis
(论点)

Composition B

The advantage of living with our own parents

Introductory Remark（引语）

The Thesis（论点）

We prefer to live with my parents. There are many advantages both to my parents and to ourselves.

Demonstration with Deductive Paragraphs

用演绎式段落论证

First, *my parents have sixty year's working and living experience. They can often point out the shortcomings of the young couple.* Their experience can often prevent the young couple from dealing problems wrongly and give them proper ways to solve them.

Second, *my parents have retired. They can help us look after our child.* Our child, to be frank, is a burden to our jobs. We have no time to raise him and he costs us too much energy to look after him. Without my parents' help, we would not have enough time to earn money, study, and enjoy life.

Third, *living together is also good to our parents.* Our parents' want is to share their son's achievements.

They have retired, but they want their career to continue. We often tell them about our success in our work and business, which makes them very happy.

Fourth, *we often bring them the latest news about the outside world, helping them to know the world better.* They want to be respected. They don't want to be out-of-date. We can help them feel younger and more energetic.

Finally, and the most important point is that *it is our duty to look after our parents.* They are in fact old no matter how strong they seem to be. They need our help. If they are sick, we can buy medicine for them. To them, the medicine is not just simple medicine, it is the son's kindness.

Restatement（重述主题）

Living with our own parents is good to the family, as well as being good for society. (276) (0218)

Question:

If you are going to write a composition on the same topic, which of the structures would you follow?

如果你要写一篇同一题目的作文，你会采用哪一种结构？

Composition A ____. Composition B ____.

Composition B

The advantage of living with our own parents

Introductory Remark（引论）

The Thesis（论点）

We prefer to live with my parents. There are many *advantages both to my parents and to ourselves.*

Demonstration with Deductive Paragraphs

用演绎式段落论证

First, *my parents have sixty year's working and living experience. They can often point out the shortcomings of the young couple.* Their experience can often prevent the young couple from dealing problems wrongly and give them proper ways to solve them.

Second, *my parents have retired. They can help us look after our child.* Our child, to be frank, is a burden to our jobs. We have no time to raise him and he costs us too much energy to look after him. Without my parents' help, we would not have enough time to earn money, study, and enjoy life.

Third, *living together is also good to our parents.* Our parents' want is to share their son's achievements.

They have retired, but they want their career to continue. We often tell them about our success in our work and business, which makes them very happy.

Fourth, *we often bring them the latest news about the outside world, helping them to know the world better.* They want to be respected. They don't want to be out-of-date. We can help them feel younger and more energetic.

Finally, and the most important point is that *it is our duty to look after our parents.* They are in fact old no matter how strong they seem to be. They need our help. If they are sick, we can buy medicine for them. To them, the medicine is not just simple medicine, it is the son's kindness.

Restatement（重述主题）

Living with our own parents is good to the family, as well as being good for society. (276) (0218)

Composition C

The advantages of living with one's own parents

The thesis (论点)

There are advantages in living with one's own parents in China, and these are as true for young couples as for the parents.

Demonstration with Inductive Paragraphs 用归纳式段落论证

Firstly, in China, the young couples need to work. If they live with their parents, they can save a lot of time from taking care of the odds and ends of housework and their baby. As the economy is developing rapidly nowadays, young men and women need to work hard. They have to spend most of their time in their work or study. In this case their parents can play an important role in arranging the daily housework of the family. They can help with the housework, baby etc., *which enables the young couple to be free for their work.*

Secondly, most old people may have a feeling of loneliness if all their children live away from them. They like the joys of a big family with children around them. After the parents retire, they always find that they have nothing to do everyday and feel that the day is much longer than before. They need something to do, which can dismiss all their feelings of loneliness. With their children and the babies around, they find themselves useful, and *they can enjoy the happiness of the family.*

Thirdly, old people may have this kind or that kind of illness. If young couples live with them, they can take care of the parents easily when they are ill. In that case, they need not to dash back home and then rush to their parents' house to help them. *They can offer help immediately.*

Lastly, to live with one's own parents, young couples can set a good example to their children as to how to respect old people, how to take care of somebody else, how to cooperate with everybody in the whole family, and how to seek and enjoy happiness in the family, etc. *This is really a good opportunity to educate the children.*

Restatement (重述主题)

These are the advantages that are held in my mind. What do you think? (336) (0104)

Question:

If you are going to write a composition on the same topic, which of the structures would you follow?

如果你要写一篇同一题目的作文，你会采用哪一种结构？

Composition B ____. Composition C ____.

第3组：Composition D 和 Composition F

Composition D

The Disadvantages of Living with One's Own Parents

Introductory Remarks
（引语）

China is a nation with a large population and poor living conditions. Many families still consist of three generations. Thus it brings a lot of trouble to people's life and work. Some married young couples prefer to live without their parents. The reasons they have are as follows.

The Thesis（论点）

First, they think that there's a big generation gap between them and their parents or their grandparents. This will cause problems in their communication with the parents. They and their parents cannot accept each other's opinions, and have their own living habits etc. For example, the younger generation are open minded, but the older are conservative. Young people like to sleep very late, and the older people are willing to get up early. Their habits will contradict each other. *This will produce a lot of bad effects upon each other's life and work.*

Demonstration With Inductive Paragraphs

用归纳式段落论证

Secondly, many parents would interfere the young persons' decisions. Some old people always look down upon the young generation's decisions while some young men do not respect their parents. *This will also bring the family unhappiness.*

Thirdly, since the housing conditions in China are usually poor, young people who live with their parents will make the house over crowded. *This is not good for the health of the people in the family.*

However, young people living with their parents may still have some good effects. For example, the grandparents can take care of both the grandchildren and house.

Restatement
（重述主题）

Generally speaking, I think that young people living without their parents would have more advantages than disadvantages. (240) (0213)

Composition F

The disadvantages of living with one's own parents

Introductory Remarks
（引语）

It is a fact that many married young couples prefer to live with their parents in China. However, I think *this creates a social problem because there are a lot of disadvantages when young couples live with their own parents.*

The Thesis（论点）

Demonstration with Deductive paragraphs

用演绎式段落论证

Firstly, *young couples will depend on their own parents and fail to live on their own.* In other words, almost everything will be done by their parents. They needn't take care of their child by themselves, needn't rent a house for themselves, needn't do housework, and so on. It seems so safe but it is actually undesirable. Young couples will not learn to make progress themselves and will become lazy.

Secondly, *there may be some quarrels between the young couple and their parents* due to the differences between the two generations in their living patterns and the methods of thinking, etc.

Third, *the grandparents may spoil the child.* Sometimes they may interfere when the young couple educate their child.

Restatement
（重述主题）

In short, I don't think it is good for young couples to live with their parents. (176) (0118)

Question:

If you are going to write a composition on the same topic, which of the structures would you follow?

如果你要写一篇同一题目的作文，你会采用哪一种结构？

Composition D ____. Composition F ____.

第 4 组：Composition E 和 Composition F

Composition E

The Advantages of Living with One's Own Parents

Introductory Remarks
(引语)

If your parents are still living, you'll have to decide whether to live with your parents or not when you get married, except that your parents have all passed away.

In my own view, like or dislike to live with one's parents has it's own reasons, and it will have many social and cultural effects. For example, western people are different to oriental people. When they grow up, they will live away from home and lead independent life themselves, while in the East, most parents are likely to live with their children even after they have been married.

The details of the argument
(详细的论据)

Being an eastern person, I will still prefer to live with my parents when I get married. First, I can get more help from my parents in daily life. Parents are experienced in raising children, and can play an important role in educating the child. On the other hand, parents are in need of help. This is called "rewards for old people" in the eastern thought. After years of living, I understand that raising a baby is not easy. It needs a lot of mental strength. All in all, your parents can help look after your family carefully and give a lot of good advice.

The thesis
(论点)

So, on the whole, *I would still like to live with my parents even if I get married one day.* (209) (0209)

Composition F

The disadvantages of living with one's own parents

Introductory Remarks
(引语)

It is a fact that many married young couples prefer to live with their parents in China. However, I think *this creates a social problem because there are a lot of disadvantages when young couples live with their own parents.*

The Thesis (论点)

Demonstration with Deductive paragraphs

用演绎式段落论证

Firstly, *young couples will depend on their own parents and fail to live on their own.* In other words, almost everything will be done by their parents. They needn't take care of their child by themselves, needn't rent a house for themselves, needn't do housework, and so on. It seems so safe but it is actually undesirable. Young couples will not learn to make progress themselves and will become lazy.

Secondly, *there may be some quarrels between the young couple and their parents* due to the differences between the two generations in their living patterns and the methods of thinking, etc.

Third, *the grandparents may spoil the child.* Sometimes they may interfere when the young couple educate their child.

Restatement
(重述主题)

In short, I don't think it is good for young couples to live with their parents. (176) (0118)

Question:

If you are going to write a composition on the same topic, which of the structures would you follow?

如果你要写一篇同一题目的作文，你会采用哪一种结构？

Composition E ____. Composition F ____.

Appendix 2.1. Coding of the Data of Task I: Opinion on What Makes a Good Composition

Short Forms:

D+ = Definitely like this (left hand side)
P+ = Probably like this (left hand side)
Un = Uncertain
P- = Probably like this (right hand side)
D- = Definitely like this (right hand side)

Question 1: Conversational Style vs Strictly Organized Sequence

Students: Year 1 (Group 1)						Students: Year 4 (Group 2)						Native Speakers (Group 3)					
Number: 50						Number: 50						Number: 50					
Question 1						Question 1						Question 1					
D+	P+	Un	P-	D-		D+	P+	Un	P-	D-		D+	P+	Un	P-	D-	
	4				4		4				4			3			3
5					5				2		2				2		2
			2		2					1	1	5					5
				1	1				2		2		4				4
			2		2				2		2					1	1
	4				4		4				4		4				4
5					5		4				4					1	1
5					5				2		2					1	1
	4				4				2		2				2		2
	4				4		4				4		4				4
		3			3		4				4	5					5
	4				4	5					5					1	1
5					5			3			3				2		2
	4				4		4				4				2		2
	4				4					1	1					1	1
	4				4		4				4					1	1
	4				4		4				4				2		2
			2		2				2		2				2		2
	4				4		4				4					1	1
	4				4			3			3		4				4
	4				4					1	1					1	1
	4				4			3			3		4				4
		3			3			3			3				2		2
			2		2				2		2				2		2
	4				4		4				4				2		2
5					5		4				4		4				4
	4				4					1	1				2		2
5					5		4				4					1	1

	5					5			4				4						1	1
	5					5			4				4						1	1
		4				4			4				4						1	1
	5					5			4				4						1	1
			3			3				3			3					2		2
		4				4		5					5					2		2
		4				4						1	1				3			3
			3			3					2		2					2		2
		4				4					2		2						1	1
	5					5				3			3					2		2
		4				4						1	1						1	1
	5					5						1	1						1	1
				2		2		5					5					2		2
		4				4				3			3						1	1
	5					5			4				4		5					5
			3			3						1	1						1	1
	5					5			4				4			4				4
	5					5			4				4						1	1
		4				4						1	1					2		2
				2		2				3			3					2		2
			3			3				3			3						1	1
		4				4					2		2					2		2
Scores	70	92	18	12	1	**193**		15	76	27	20	9	**147**		15	28	6	36	20	**105**

Question 2: Expression of Personal Feelings vs Direct Reasoning

Students: Year 1 (Group 1)						Students: Year 4 (Group 2)						Native Speakers (Group 3)					
Number: 50						Number: 50						Number: 50					
Question 2						Question 2						Question 2					
D+	P+	Un	P-	D-		D+	P+	UN	P-	D-		D+	P+	UN	P-	D-	
		3			3				2		2		4				4
5					5				2		2				2		2
			2		2	5					5		4				4
		3			3		4				4	5					5
		3			3				2		2				2		2
5					5	5					5				2		2
				1	1				2		2	5					5
5					5				2		2	5					5
	4				4		4				4		4				4
		3			3		4				4		4				4
5					5			3			3				2		2
5					5		4				4					1	1

| | | |

Question 3: Reference to Other Ideas vs Focus on One Subject

Students: Year 1 (Group 1)						Students: Year 4 (Group 2)						Native Speakers (Group 3)					
Number: 50						Number: 50						Number: 50					
Question 3						Question 3						Question 3					
D+	P+	Un	P-	D-		D+	P+	UN	P-	D-		D+	P+	UN	P-	D-	
5					5		4				4		4				4
5					5	5					5		4				4
	4				4	5					5	5					5
			2		2				2		2				2		2
	4				4				2		2		4				4
	4				4	5					5		4				4
5					5	5					5	5					5
				1	1				2		2	5					5
	4				4	5					5		4				4
	4				4	5					5		4				4
				1	1				2		2		4				4
	4				4	5					5		4				4
5					5				2		2		4				4
5					5		4				4	5					5
5					5				2		2	5					5
	4				4					1	1		4				4
	4				4				2		2	5					5
	4				4					1	1				2		2
		3			3				2		2		4				4
		3			3	5					5		4				4
	4				4				2		2				2		2
5					5			3			3					1	1
	4				4				2		2					1	1
5					5			3			3				2		2
	4				4		4				4		4				4
				1	1	5					5		4				4
5					5					1	1		4				4
			2		2		4				4				2		2
	4				4	5					5				2		2
			2		2	5					5				2		2
		3			3			3			3				2		2
				1	1				2		2		4				4
	4				4				2		2		4				4
5					5		4				4		4				4
	4				4					1	1				2		2
				1	1					1	1		4				4
5					5					1	1					1	1

	5					5			4				4					2		2
				2		2						1	1			3				3
	5					5		5					5		5					5
			3			3		5					5			4				4
		4				4					2		2					2		2
			3			3		5					5			4				4
			3			3		5					5					2		2
		4				4					2		2		5					5
		4				4					2		2			4				4
				2		2					2		2					2		2
		4				4				3			3					2		2
	5					5				3			3						1	1
	5					5			4				4					2		2
Scores	75	76	18	10	5	**184**		75	28	15	32	7	**157**		40	88	3	30	4	**165**

Question 4: Specific to General vs General to Specific

	Students: Year 1 (Group 1)						Students: Year 4 (Group 2)						Native Speakers (Group 3)					
	Number: 50						Number: 50						Number: 50					
	Question 4						Question 4						Question 4					
	D+	P+	Un	P-	D-		D+	P+	UN	P-	D-		D+	P+	UN	P-	D-	
		4				4				2		2		4				4
	5					5	5					5		4				4
				2		2					1	1	5					5
		4				4		4				4	5					5
		4				4		4				4		4				4
				2		2		4				4		4				4
					1	1			3			3	5					5
			3			3					1	1		4				4
			3			3				2		2		4				4
			3			3		4				4		4				4
	5					5			3			3		4				4
	5					5				2		2				2		2
	5					5			3			3				2		2
		4				4		4				4					1	1
				2		2	5					5				2		2
				2		2					1	1		4				4
	5					5		4				4				2		2
					1	1					1	1		4				4
				2		2				2		2		4				4
		4				4			3			3		4				4
				2		2			3			3		4				4
		4				4			3			3					1	1

		4				4						1	1			4				4		
				2		2				3			3				3			3		
			3			3						1	1					2		2		
			3			3				3			3		5					5		
				2		2				3			3					2		2		
		4				4			4				4				3			3		
		4				4						1	1				3			3		
	5					5			4				4				3			3		
	5					5		5					5				3			3		
			3			3				3			3				3			3		
	5					5				3			3			4				4		
	5					5					2		2				3			3		
					1	1		5					5					2		2		
	5					5						1	1		5					5		
		4				4			4				4				3			3		
					1	1				3			3				3			3		
			3			3				3			3					2		2		
				2		2						1	1		5					5		
		4				4						1	1					2		2		
		4				4					2		2				3			3		
					1	1					2		2			4				4		
					1	1				3			3						1	1		
			3			3			4				4		5					5		
				2		2			4				4				3			3		
		4				4					2		2			4				4		
		4				4				3			3				3			3		
		4				4				3			3		5					5		
				2		2			4				4				3			3		
Scores	50	60	24	22	6	**162**		20	48	48	16	10	**142**		40	68	39	18	3	**168**		

Question 5: Examples Prior to Conclusion vs Thesis Statement Followed by Illustration

Students: Year 1 (Group 1)						Students: Year 4 (Group 2)						Native Speakers (Group 3)					
Number: 50						Number: 50						Number: 50					
Question 5						Question 5						Question 5					
D+	P+	Un	P-	D-		D+	P+	UN	P-	D-		D+	P+	UN	P-	D-	
		3			3			3			3		4				4
				1	1	5					5		4				4
		3			3				2		2			3			3
		3			3				2		2				2		2
				1	1		4				4				2		2
			2		2	5					5				2		2
								3			3	5					5

	5					5						1	1					2		2	
				2		2				3			3		5					5	
			3			3					2		2					2		2	
					1	1					2		2				3			3	
					1	1						1	1						1	1	
					1	1					2		2					2		2	
	5					5					2		2						1	1	
				2		2					2		2					2		2	
					1	1					2		2					2		2	
					1	1			4				4		5					5	
					1	1				3			3			4				4	
			3			3				3			3					2		2	
		4				4						1	1			4				4	
		4				4					2		2					2		2	
			3			3				3			3						1	1	
				2		2			4				4					2		2	
		4				4				3			3			4				4	
	5					5						1	1						1	1	
			3			3						1	1						1	1	
					1	1						1	1			4				4	
	5					5				3			3					2		2	
	5					5						1	1					2		2	
	5					5					2		2					2		2	
			3			3					2		2					2		2	
					1	1			4				4				3			3	
		4				4				3			3					2		2	
					1	1					2		2					2		2	
		4				4		5					5					2		2	
	5					5				3			3					2		2	
					1	1					2		2					2		2	
					1	1				3			3		5					5	
		4				4					2		2					2		2	
	5					5						1	1						1	1	
	5					5		5					5			4				4	
	5					5					2		2					2		2	
					1	1		5					5					2		2	
			3			3				3			3						1	1	
				2		2					2		2					2		2	
		4				4				3			3						1	1	
		4				4				3			3			4				4	
			3			3				3			3					2		2	
				2		2				3			3		5					5	
			3			3			4				4				3			3	
	50	**32**	**33**	**12**	**15**	**142**		**25**	**20**	**48**	**32**	**8**	**133**		**25**	**32**	**12**	**50**	**8**	**127**	

Appendix 2.1.1. Oneway ANOVA

For Question 1: Using Conversational Style vs. a Strictly Organized Sequence

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	77.493	2	38.747	27.738	.000
Within Groups	205.340	147	1.397		
Total	282.833	149			

Appendix 2.1.2. Oneway ANOVA

For Question 2: Expression of Personal Feelings vs. Direct Reasoning

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.813	2	8.407	4.920	.009
Within Groups	251.160	147	1.709		
Total	267.973	149			

Appendix 2.1.3. Oneway ANOVA

For Question 3: Reference to Other Ideas vs. Focus on One Subject

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.693	2	3.847	2.083	.128
Within Groups	271.400	147	1.846		
Total	279.093	149			

Appendix 2.1.4. Oneway ANOVA
For Question 4: Specific to General vs. General to Specific

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.413	2	3.707	2.418	.093
Within Groups	225.360	147	1.533		
Total	232.773	149			

Appendix 2.1.5. Oneway ANOVA

For Question 5: Examples Prior to Thesis vs. Thesis Followed by Illustration

SCORES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.280	2	1.140	.659	.519
Within Groups	254.360	147	1.730		
Total	256.640	149			

Appendix 2.2. Coding of the Data: Evaluation of the Students' Compositions

Short Forms:

S = Should receive a high grade
I = Ideas are skillfully presented
T = Tightly organized
C = Concise and focused
L = Logically connected
P = Persuasive

Compositions with Inductive Structure

Students Year 1 N=50												Students Year 4 N=50												Native Speakers N=50											
Composition A						Composition E						Composition A						Composition E						Composition A						Composition E					
S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P	S	I	T	C	L	P
3	2	3	3	3	4	4	3	4	2	4	4	3	3	2	4	2	2	3	3	3	2	3	2	3	3	2	3	4	2	2	2	3	3	4	3
4	4	5	5	4	4	5	3	4	4	2	3	3	4	3	3	3	3	3	3	3	3	3	3	4	5	5	5	5	3	3	4	5	5	5	2
3	2	4	5	3	3	3	3	3	2	2	1	3	2	2	3	2	2	2	2	2	2	2	1	2	2	3	2	3	2	1	2	1	2	2	1
3	3	3	3	2	2	3	3	3	3	3	3	4	3	4	3	3	4	4	4	4	4	4	4	5	5	5	5	5	5	3	4	3	3	2	2
3	2	4	4	2	3	3	2	3	3	2	2	3	3	3	3	2	3	2	2	2	2	2	2	3	2	2	3	3	3	2	3	2	2	2	2
3	1	3	2	2	1	2	2	2	2	2	3	4	4	3	3	4	3	5	4	4	4	4	4	3	3	2	3	3	3	2	1	2	2	2	2
4	5	4	3	4	3	4	4	3	3	4	3	2	3	3	2	2	2	4	4	4	4	3	3	4	4	5	5	5	4	1	1	1	1	3	1
4	2	4	2	3	3	3	3	2	4	3	3	3	3	3	3	2	2	3	4	3	4	3	4	2	2	2	3	2	1	2	2	2	2	2	2
2	1	1	2	2	2	2	1	1	1	2	1	3	4	3	3	3	3	3	4	3	3	2	4	2	2	2	2	3	2	2	2	2	2	2	2
3	2	2	2	3	3	4	4	4	3	3	4	3	3	2	2	2	3	3	2	2	3	2	2	4	2	4	4	4	4	3	3	2	2	2	3
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4	3	2	3	3	4	3	5	3	3	3	2	3	2	4	2	4	1	3	3	3	3	3	3	2	3	3	4	4	2	3	3	3	4	4	3
4	4	2	3	2	5	3	4	3	4	2	3	3	3	3	2	2	3	3	3	3	3	3	2	4	3	3	4	4	3	2	3	2	2	2	2
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4	3	5	5	2	4	4	4	5	3	3	4	3	3	2	2	2	2	4	3	4	4	4	4	4	3	3	3	3	4	3	2	2	2	2	3
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3	2	3	2	2	2	3	3	4	4	3	3	3	3	3	2	2	2	3	2	2	2	2	3	4	4	4	4	4	4	3	3	3	3	4	3
3	3	3	3	3	2	5	4	4	3	3	5	3	3	3	2	2	3	3	3	3	3	3	3	3	2	3	4	2	3	4	4	4	4	5	4
2	2	2	2	1	1	2	2	2	3	2	1	3	3	3	4	3	4	3	4	3	4	4	4	3	3	4	3	3	3	2	2	2	2	2	2
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3	3	3	3	3	3	4	3	5	3	5	3	4	4	3	4	3	3	4	4	4	3	4	4	1	3	4	4	4	1	3	4	3	3	4	4
3	3	3	3	2	3	2	2	2	3	2	1	2	2	4	2	4	2	2	2	4	1	2	1	3	4	2	2	4	2	2	1	2	2	2	2
3	2	3	3	2	2	3	4	3	2	2	2	2	2	2	2	2	3	3	2	3	2	2	2	3	3	3	4	4	2	2	2	2	2	2	2
4	3	3	5	2	5	3	4	3	3	3	3	2	1	2	2	1	2	3	4	2	3	2	2	3	2	2	2	3	1	2	2	1	1	1	2
3	1	3	5	5	1	2	1	1	1	1	5	3	2	4	4	3	3	4	5	4	4	5	4	3	3	3	4	4	4	3	3	2	3	2	3
3	3	2	2	2	3	3	3	2	3	2	3	1	2	2	1	2	2	1	1	1	1	3	3	3	2	3	3	1	3	3	2	2	2	2	3
3	3	2	2	3	4	3	3	3	3	2	3	5	5	5	4	4	4	3	3	3	3	2	2	4	4	3	4	4	4	3	3	3	3	3	3

| | | |

| | | |

3	2	4	4	4	4	2	1	2	3	2	2	4	3	5	4	5	3	4	3	4	4	4	3	4	4	4	3	4	3	3	3	2	3	2	3
5	3	5	5	5	5	4	4	4	4	4	4	4	4	3	3	4	3	4	4	4	4	4	4	3	2	5	1	2	3	3	1	5	5	3	2
4	3	5	4	5	4	3	3	3	3	2	3	4	4	5	4	5	4	4	4	5	5	5	4	3	3	4	3	4	3	3	3	3	4	3	3
4	3	5	5	4	4	4	3	4	5	5	5	5	3	5	4	4	4	5	5	5	5	5	5	3	3	3	3	3	3	2	2	2	2	2	2
3	3	4	5	5	3	4	4	4	5	5	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2
3	4	5	4	4	4	4	3	3	3	3	3	5	4	4	4	5	5	4	4	4	4	3	3	4	4	4	4	4	3	3	3	3	3	3	4
4	3	4	4	4	3	3	3	3	3	2	2	4	4	4	4	3	4	3	3	4	3	3	3	4	4	4	4	4	2	4	3	4	4	4	3
5	5	5	4	5	4	4	4	4	5	4	3	3	3	2	2	3	3	4	4	4	4	4	4	3	3	4	4	3	3	4	4	4	4	4	4
2	1	5	4	4	2	3	4	5	4	4	3	4	4	5	5	5	4	4	5	5	5	5	4	5	4	5	5	5	5	4	4	4	4	4	5
3	2	4	3	4	4	3	3	3	3	3	3	4	3	4	4	4	5	4	4	4	4	4	5	2	3	3	3	2	1	3	2	3	3	3	1
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4	3	3	4	4	5	3	2	2	3	2	2	4	4	5	5	5	4	4	4	4	4	4	4	3	3	4	4	4	3	3	3	2	3	2	3
186	161	214	203	206	192	182	163	180	190	183	172	192	167	205	198	198	188	183	178	200	198	189	181	184	176	204	200	196	172	179	174	185	191	186	171

Appendix 2.2.1.

General Linear Model (3 Groups X 12) Essays with Inductive Patterns

Within-Subjects Factors

Measure: MEASURE_1

SCORE	Dependent Variable
1	SCORE1
2	SCORE2
3	SCORE3
4	SCORE4
5	SCORE5
6	SCORE6
7	SCORE7
8	SCORE8
9	SCORE9
10	SCORE10
11	SCORE11
12	SCORE12

Between-Subjects Factors

		N
GROUP	1.00	50
	2.00	50
	3.00	50

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	15085.845	1	15085.845	3297.436	.000
GROUP	40.543	2	20.272	4.431	.014
Error	672.528	147	4.575		

Appendix 2.2.2.

General Linear Model (2 Groups X 12)
Essays with Inductive Paragraph Structure

Within-Subjects Factors

Measure: MEASURE_1

SCORE	Dependent Variable
1	SCORE1
2	SCORE2
3	SCORE3
4	SCORE4
5	SCORE5
6	SCORE6
7	SCORE7
8	SCORE8
9	SCORE9
10	SCORE10
11	SCORE11
12	SCORE12

Between-Subjects Factors

		N
GROUP	1.00	50
	2.00	50

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	16038.141	1	16038.141	4553.452	.000
GROUP	16.101	1	16.101	4.571	.035
Error	345.175	98	3.522		

Appendix 2.2.3.

General Linear Model (3 GROUPS X 12)
Essays with Deductive Patterns

Within-Subjects Factors

Measure: MEASURE_1

SCORE	Dependent Variable
1	SCORE1
2	SCORE2
3	SCORE3
4	SCORE4
5	SCORE5
6	SCORE6
7	SCORE7
8	SCORE8
9	SCORE9
10	SCORE10
11	SCORE11
12	SCORE12

Between-Subjects Factors

		N
GROUP	1.00	50
	2.00	50
	3.00	50

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	25140.294	1	25140.294	6199.445	.000
GROUP	3.168	2	1.584	.391	.677
Error	596.122	147	4.055		

Appendix 2.3.

Coding of the Data of Task III: Comparison of the Preference of Different Structural Types

Students (Year 1) N=50										Students (Year 4) N=50										English Native Speakers N=50									
Inductive (A, E) vs Deductive (B, F)				Inductive Para.(C,D) vs Deductive (B, F)						Inductive (A,E) vs Deductive (B, F)				Inductive Para.(C,D) vs Deductive (B,F)						Inductive (A,E) vs Deductive (B, F)				Inductive Para.(C,D) vs Deductive (B,F)					
A	B	E	F	C	B	D	F			A	B	E	F	C	B	D	F			A	B	E	F	C	B	D	F		
	1		1	1		1					1		1		1	1				1			1	1			1		
	1		1		1	1					1		1	1		1					1		1		1		1		
	1	1		1		1				1			1	1			1				1		1		1		1		
	1		1	1			1			1		1		1		1				1			1	1			1		
1			1	1		1					1	1		1		1					1		1		1		1		
	1		1	1		1				1			1		1		1				1	1			1	1			
	1		1		1	1					1	1			1		1			1		1		1		1			
	1		1	1							1		1	1			1				1		1	1			1		
	1		1	1		1					1		1		1		1				1		1	1			1		
	1		1	1		1					1		1	1			1				1		1	1			1		
	1	1		1							1		1		1		1				1		1	1			1		
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	1		1	1							1		1	1			1				1		1	1			1		
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	1		1	1			1				1		1		1		1				1		1	1			1		
	1		1	1			1				1		1		1		1				1		1	1			1		
18	32		22	28	36	14		35	15		7	43		12	38	32	18		24	26		8	42		9	41	23	27		20	30

Appendix 2.3.1.

Chi-Square Tests of the Preference of Inductive Essay Structure vs. Deductive Essay Structure

GROUPS * PATTERNS Crosstabulation

Count

		PATTERNS		
		1.00	2.00	Total
GROUPS	1.00	40	60	100
	2.00	19	81	100
	3.00	17	83	100
Total		76	224	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.164[a]	2	.000
Likelihood Ratio	16.556	2	.000
Linear-by-Linear Association	13.937	1	.000
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.33.

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Appendix 2.3.2.

Chi-Square Tests of the Preference of Inductive Paragraph Structure vs. Deductive Paragraph Structure

GROUPS * PATTERNS Crosstabulation

Count

		PATTERNS		Total
		1.00	2.00	
GROUPS	1.00	71	29	100
	2.00	56	44	100
	3.00	43	57	100
Total		170	130	300

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.991[a]	2	.000
Likelihood Ratio	16.260	2	.000
Linear-by-Linear Association	15.911	1	.000
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 43.33.

0209

得分	评分人

PART V WRITING (20%)

The Advantages of Living with One's Own Parents

1 If one's parents are still living, you'll have to decide whether to live with your parents when you'll marry. except your parents ~~are~~ have all passed away.

2 In my own view, like to live with one's parents have his own reality reasons and it has much more ~~effect~~ social, cultural effect. For example, western people ~~have~~ are more different with the oriental people, when ~~y~~ they ~~is~~ grow-up, they will leave away for independent life own for yourselves. while in eastern world, most parents are likely to live with their children even ~~y~~ they have been ~~married~~ married.

3 To be a eastern people, I still prefer to live with my parents when I'll marry. first, you will get more helps from your parents during the daily life, your parents are experienced in rising your child and educating role are more important. Reversely, your parents ~~are~~ much need your help, especially for the old men.

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高级英语(2)答卷第5页(共6页)

23?

in eastern idea, this's called rewarding.

After long years testing, I understand that to be a ~~a~~ raise a people from baby to the adult is not easy. It need more metal strength. Further, your parents can look after your family carefully, give more good advises.

4 TS So, on the whole, ~~I~~ even one day I will marry, I still like to live with my parents.

Appendix 3. Sample Copies of the Original Essays

Appendix 3.

高级英语(2)答卷第6页(共6页)

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0213

得分	评分人

PART V WRITING (20%)

1. The Disadvantages of Living with One's Own Parents

China is a large population nation with poor living conditions. Many families still consist of three generations, thus it brings a lot trouble to peoples' life and work. Some married young couples prefer to live without their parents. The reasons they held as follows.

2. First, they think that there's big generation gaps between them and their parents or their grandparents. That will cause them cannot communicate well. Both they and their parents can not accept each opinions, their habits of living and so on. For example, the young is open mind, but the old pefer conserved. Yothg people like to sleep very lately, and the old men are willing to get up early. Their habits contrid to each others. And it make a lot of bad effect on the life and work of each other.

3. Secondly, many parents would rather interferent the young's decision. Some old people always look down on the young's generation's decision.

Some young men do not respect their parents, either. And these will bring the family an unpleasant.

4 Thirdly, usually in China, since the housing condition is poor, young people lived with their parents will make the house crowd and it will no good both for the health.

5. But, young people lived with their parents still have some good effects, such as their parents will take care of both of their grandchildren and house.

6 Generally, I think the young people lived without their parents have more advantages than disadvantages.

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0216

得分	评分人

PART V WRITING (20%)

The Disadvantages of Living with One's Own Parents

1. Many Chinese families are traditionally composed of three generations by living together. In my point, there are sure some advantages, but, more disadvantages exist. I will approve of it followingly.

2. Firstly, children are parents' children forever, never to grow up (exist during parents are alive) And that is the problem. By living with their parents young couples find it difficult not to obey the order from the old people. (especially in China) Old people are likely to point out what should be done and what shouldn't be done. Young men are bound to do as being taught, showing their respect to the old ones. Most young couples don't have any free mind ~~in~~ on doing things in family.

3. My second view is that the inconvenience to live with one's parents. Young couples have their ground. They sometimes need romantic atmosphere without other interferences. It's hard to get by their parents' surrounding. They dare not openly embrace ~~kiss~~ in face of parents. They have to be as serious as the old couples do. (Usually old people are not so open-minded as youngsters)

Young couples are restricted to tradition in many respects.

4. Thirdly, few families can get on well with each family members by living in three generations. And there are no novelty to be together all the time. True it is that young couples ~~are~~ prefer to visit their parents periodically rather than to live together. I appreciate the western method that parents and sons live seperately, and there are family get together in holidays. The family relationship will be improved. In China, one of the serious family problem is that family quarrels, which are very obvious between the mother and son in law. Most couples have their way of doing things. They don't want to feel depressed because of the family dispute. They also want to show their respect care and kindness to the parents. The ~~only~~ best solution to this problem is live seperately, and visit the parents at proper time.

5. I think the family quality will be improved and so as the relationship of the family members. Hoping Chinese parents can be more open to accept the idea, which ~~is~~ ~~can~~ ~~go~~ do good to both.

6. The above are my personal points. Whether you agree or not, it's true. (at least it seems to me)

Deek

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